

**Improving Students' Speaking Skills through
Cooperative Learning in XI S 4 at SMA N 1 Muntilan
in the Academic Year of 2012/2013**

A Thesis

Presented as a partial fulfillment of the requirements
for the attainment of the *Sarjana Pendidikan* Degree
on the English Language Education



Written by:

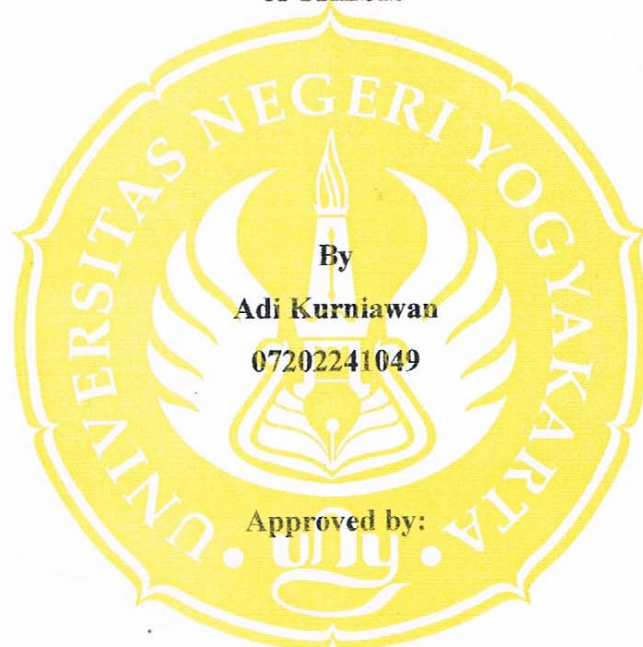
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**English Education
Languages and Arts Faculty
Yogyakarta State University
2014**

APPROVAL SHEET

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH
COOPERATIVE LEARNING IN XI S 4 AT SMA N 1 MUNTILAN
IN THE ACADEMIC YEAR 2012/2013**

A THESIS



Yogyakarta, May 2014

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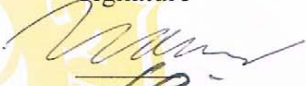
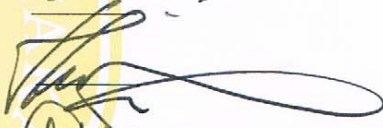
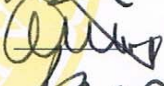
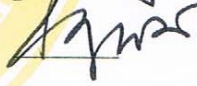
RATIFICATION SHEET

IMPROVING STUDENTS' SPEAKING SKILLS THROUGH COOPERATIVE LEARNING IN XI S 4 AT SMA N 1 MUNTILAN IN THE ACADEMIC YEAR OF 2012/2013

A Thesis

Accepted by the Board of Thesis Examiners of Languages and Arts Faculty of Yogyakarta State University on May 20th, 2014 and declared to have fulfilled the requirement to acquire a *Sarjana Sastra* Degree in English Language and Literature.

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

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Penulis

Adi Kurniawan

MOTTOS

All the praises and thanks be to Allah, the Lord of the Alameen (mankind, jinns, and all that exists). (Al Fatihah: 1)

For each (person), there are angels in succession, before and behind him. They guard him by the Command of Allah. Verily! Allah will not change the good condition of a people as long as they do not change their state of goodness themselves. (Ar Ra'du: 11)

Time offers opportunities, experiences, and knowledge.

We do not know whether we are the best. But we should show our best.

A great dream and effort energize a great life.

DEDICATIONS

I proudly dedicate this thesis to:

My beloved Mom and Dad who have taken care and educated me from my childhood:

Wiji Lestari and Suraji

My beloved brother, *Bayu Prasetya Putra*

My beloved wife; *Dewi Ana Fatmawati*, and our child will-be who have become my great inspiration, power, and motivation.

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All of my friends in UNY who have become places for sharing many things for some last years.

All of my best friends who have accompanied me in my happiness and sorrow.

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I realize that this writing is far from being perfect. Therefore, all positive criticisms and suggestions are expected. I hope that this writing could give meaningful contributions and advantages for the field of study, especially for the

English teaching and learning and the research study, especially for the study with similar topic.

Yogyakarta, May 2014

Adi Kurniawan

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IMPROVING STUDENTS' SPEAKING SKILL THROUGH COOPERATIVE LEARNING IN XI S 4 AT SMA N 1 MUNTILAN IN THE ACADEMIC YEAR 2012/2013

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ABSTRACT

This study was aimed at improving students' skills and the teaching learning process of speaking through cooperative learning in XI S 4 at SMA N 1 Muntilan in the academic year 2012/2013.

The type of the study is an action research. The actions were conducted in two cycles. The subjects of the study were 32 students of XI S 4 at SMA N 1 Muntilan. The instruments used to obtain the data in this study were mobile phones, a camera, questionnaires/surveys, interview guidelines, and observation sheets. The data were obtained from observation towards the teaching and learning process during the implementation of the actions, from questionnaire responses, from interview transcripts, from students' worksheets, from photos of the teaching and learning process, from speaking performance scores and from discussions with the collaborators and the English teacher.

The result of this study shows an improvement in the students' speaking skills after the implementation of the actions. Cooperative learning effectively improved students' speaking skills. The students were able to cooperate with group members in accomplishing task responsibly, using classroom English in communication actively, and having discussion manageably. At the end of the last cycle, the students were more active in expressing ideas with their group mates and the teacher, they had higher motivation in joining the lesson, and they were able to build interactive communication enthusiastically in the English lesson. In conclusion, the application of cooperative learning could improve the students' speaking skills as a part of learning English in XI S 4 at SMA N 1 Muntilan.

CHAPTER I

INTRODUCTION

A. Background to the Problem

English curriculum contains four macroskills. Those are listening skill, speaking skill, reading skill, and writing skill. Those skills are related to delivering and accepting of meaning. It means that students are expected to be able to accept and interpret meaning through listening and reading activities and to convey and deliver meaning through speaking and writing activities.

In practice, based on my limited observation, the teacher taught the students for different main purposes of learning English. He focused on teaching written skills more than on teaching oral skills. In addition, teaching grammar was emphasized more than any other language aspects. He drilled the students with many rules of language. Some students could understand in the material but the rest of the students needed greater effort to do so.

Teaching grammar to the students is a good way to make students understand the structure of language. However, there is a need of meaningful and contextual activities to learn grammar for the students. Therefore, contextual functional can be used. Functional language is able to enhance students' communicative competence and cognition competence.

In addition, based on my limited observation about teaching and learning English in a school, the problems found in the classroom could be summarized into some points.. Firstly, the teacher taught the students with

written skills much more often. It reduced the opportunities of developing students' oral skills. Consequently, the students discouraged themselves to take risk of being mistaken, and finally they did not have sufficient opportunities to have practice of speaking English.

A basic problem which came from the teacher was that the teacher was now close to his retirement. From that point, we can see that the teacher has worked for more than 30 years. It also reveals that his study was in 1970s where there was no communicative-language teaching approach being taught to the student-teacher. Perhaps, when the teacher was a student-teacher in the meantime, he could only study grammar-translation method and audio-lingual method. As a result, he applied his knowledge about teaching and learning of English from his study in the classroom. Those methods focus the learning process on language items and features and put the meaning and the function of language behind. Although there were some education workshops for the teachers to use communicative-language teaching approach in teaching their students, many teachers were not successful to apply their knowledge about new approach in language teaching in the real practice of English instruction. Therefore, we should understand the class situation in which the teacher teaches his students with grammar and other language features and items as the main points of the teaching.

Since grammar-translation method and audio-lingual method could not provide sufficient opportunities to develop oral skills, the students got difficulty in performing their oral skills.. The following vignette shows the real situation in an English classroom at a school.

Date : February 28, 2012
09.15-11.00

Time :

The teacher came to the class and said “Good morning” to the students. Just after that, he directly reminded students of the last material they had learnt. He said to the students that in this day, students would continue the last materials that were active and passive voice. Then, the teacher asked the students to open their books to have homework evaluation. However, he did not ask the difficulties or barriers that students met when they did the homework. Next, the teacher sat down in his own seat next to the blackboard and let his students talk with their friends out of classroom context. The class became a little bit noisy without any control from the teacher. During the time, some students came to the front of the class to write down their work. Meanwhile the teacher took the roles of the students to fulfil daily presence. When some students wrote their work in front of the class, the rest of the class did not do something meaningful related to the English lesson. The result was that they ignored the materials and even they were able to walk around in the class without any clear purpose.

When the evaluation time was coming, together with the students and jointly the teacher assessed the works on the blackboard. However, the teacher’s voice was not really clear neither was his explanation. The explanation was not deep too. Therefore, although the students paid attention to the teacher’s explanation, most of them still looked confused but some students got the point the teacher delivered to.

After finishing the homework evaluation, the students were asked to continue their practice to do active and passive voice in the LKS. In addition, the teacher rarely wrote down his explanation on the blackboard in order to make students easier to understand the materials.

In the second session, there was drilling activity. However, although the teacher actually wanted to teach speaking to the students about some expressions, he tended to teach reading instead of speaking. There was no short-dialogue practice and role-play. But, he looked pay more attention to the students’ utterance accuracy but forgetting the fluency and the meaningful learning.

After that drilling-activity-like, the students were asked one more to do some tasks from the LKS and the teacher left them to do the work by their selves without observing students’ progress when they were doing the tasks.

Based on the limited interview on February 29, 2012, the students stated that if they wanted to say or ask something to their teacher in English, they cancelled or, at least, postponed it. It was because they did not know exactly what expression should be used in order to ask their teacher.

Sometimes they also realized that the teacher's voice was not clear enough in terms of voice, pronunciation, and intonation. Furthermore, they said that when they found problem during the lesson, they preferred to discuss it with their friends. The result was the students absorbed the lesson well.

Moreover, according to the observation and interview, students often had interaction with others to solve problems or to finish their task. Although it was in their first language, it indicated they needed opportunity to cooperate with their friends to do their assignment, especially to solve difficult problem and advance task. They used discussion that includes cooperation. They got confident when they had discussion with their friends, instead of doing a task individually. It was potential situation in which students could have interaction and communication using English within group work to achieve group's goal. Moreover, they said that they liked having role plays too to train their speaking performance. They said that they felt safe and finally they were aware about their responsibility as an individual as well as a team.

Teaching speaking should be relevant with the needs of students so that the learning process becomes meaningful. It can be achieved by providing activities that motivate students and give opportunities to students to actively communicate with English.

In order to solve the problems, the teacher and I had some discussions to find solution from existing theories and journals, previous researches and observation, revealed finding (for example 'Cooperative Learning in An English as A Second Language Classroom' by Judith Grundman), and many other sources as the considerations. Finally, we chose cooperative learning in

order to improve students' speaking skill. This decision was based on some theoretical and empirical reasons proposed by some experts and researchers in applied linguistics. In addition, cooperative learning is indeed able to increase the frequency of communication among the students as well as the quality of their attitude in social relationship. It also implies that their level of confidence to speak English grows up.

We chose cooperative learning to improve students' speaking skill based on some considerations. When conducting the observation, we saw that the students worked with their friends. They could increase their level of interaction and communication. In addition, they did not think about the gap within them in terms of both their speaking competence and performance so that they do not hesitate to speak English that was mixed with their L1. Since emotionally they felt that they were almost in the same level of proficiency in English, they could encourage their selves and their teammates to speak English. Cooperative learning also makes learners unconsciously learn to manage organization, have responsibility to their selves and their teammates, negotiate idea through language, and other learning activities.

By conducting this research, the teacher and I, as the researchers, hoped that we could fix the problem since oral skills are essential parts in interaction and communication. It built my strong motivation; to produce students who were able to use both oral and written English in balance and who feel free in expressing their idea. In addition, the research was aimed to improve the student-teacher skill in teaching English.

Therefore, to study the situation of the school, we conducted a research. The research was regarded as action research in which we tried to improve speaking ability of students at SMA N 1 Muntilan in the academic year of 2012/2013.

B. Identification of the Problem

Speaking is one of the four language skills that students should acquire and develop besides reading, writing, and listening. However, practically, speaking is not focused in line with writing, reading, and even listening. In the class, the teacher did not give sufficient opportunities to students to speak English actively or at least stimulation so that students had motivation to express their ideas. It discouraged students to speak English actively.

In fact, it is not easy to speak English fluently and accurately. Even for the teacher himself, there were many hesitations when he spoke English. The next problem was the gap between what was supposed to be and the reality. There was almost no real opportunity for the students to practice using English in the classroom so they got confused to have interaction in English. Even if there were opportunities for the students, they were not distributed equally.

In order to create original English environment-like, students need authentic input, suitable media and good classroom management. Therefore, the materials should represent the English itself. Using one or some course books is allowed but it is not suggested to stick on a single course book in the whole meeting and even all meetings. The authentic and semi-authentic

materials are the alternatives for teaching English. Authentic materials are not only motivating students to learn English but also introduce them to the real use of English in real context. The problem is that the teacher never uses authentic materials so that the students only know English in terms of forms and meaning from the course book. Therefore, their learning process is less meaningful and contextual.

The communicative purposes are the focus on recent English curriculum in Indonesia. It is of course that grammar and other linguistic aspects are also included in the curriculum but they are not the main focus. The communicative purposes are covered with the contexts. The activities should give more chances to students to communicate with other in English and even to cooperate with other in order to achieve the purposes and even beyond it. Therefore the activities and tasks should be designed based on the communicative approach. It is said that linguistic form is part of a meaningful speech. Pre-communicative activities should be conducted before communicative activities to teach the linguistic form. And the communicative approach should be conducted to give students the real opportunities to use the linguistic form they have learnt within the real context.

In reality, the teacher tended to avoid teaching English which cope linguistic form, the meaning, and the context in balance. The teacher emphasized on one side only; the linguistic form, but left behind the meaning and context.

However, in practice, the teacher's role in the class was as a controller during the whole time class. The teacher did not manage the class, except

asking the students to do the tasks by themselves over time to time. The tasks were in the form of written tasks. It meant that the teacher did not train the students to have meaningful speech or interaction. The implication was there was no chance distributed to the students for having meaningful speech in order to train their communicative competence and performance.

The activities arranged by the teacher were to do task after task. There was no activity, called pre-communicative activities, in order to begin the lesson and no activities, called communicative activity, which is the core of the lesson.

The students liked to have a kind of cooperation among students. If they wanted to speak more actively, they wanted to do it as a team. It could be in the form of role play, discussion, and many other activities. However, the teacher did not see it as a chance to improve students' oral skills competence and performance. As the result, only some students who were naturally had high level of confidence who were able to encourage themselves to speak English. But the rest of the students who had high inhibition hoped not to be called or to get opportunity to speak English in the class individually.

Materials and media are the supporting utilities for the teaching and learning process. Without appropriate materials and media, the process of learning English cannot run well. The result was sometimes the objectives could not be achieved. Fortunately, the available facilities helped the process of teaching and learning English.

In addition, time management is an important element that is able to determine the effectiveness of students' learning. Without clear and

appropriate time management, the use of time for teaching and learning process would not be effective.

C. Limitation of the Problem

Based on the background and the identification of the problem, the problem of this research was focused on how to improve students' speaking skill through cooperative learning in class XI IPS 4 at SMA N 1 Muntilan in the academic year 2012/2013.

D. Formulation of the Problem

The problem of this research could be formulated as follows. How can speaking skill be improved through cooperative learning in class XI IPS 1 at SMA N 1 Muntilan in the academic year of 2012/2013?

E. Objective of the Research

The objective of this research was to improve the speaking ability in class XI IPS 4 at SMA N 1 Muntilan in the academic year of 2012/2013

F. Significances of the Research

1. For myself, as a researcher, this research can develop my mind through problem solving process and become valuable experience related to her knowledge in educational research.

2. For the English teacher, this research can be used as a means to improve students' speaking ability in the English teaching and learning process in improving the achievement of students' learning.
3. For the other English teachers, this research can be used as a model in improving students' involvement in English teaching and learning process.
4. For the headmaster, the result of the research is hoped to be useful for showing that there are some efforts that can be done in improving the quality of the process of teaching and learning English. Hopefully, it can be used as information to decide the school policy related to the English teaching and learning process.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Language

Language is a means of communication or interaction with other in order to deliver proposition and interpret the meaning. There is no relation between the objects referred by the language and the symbol represented by the language through words. Researchers began to see that language was one manifestation of the cognitive and affective ability to deal with the world, with others, and with the self (Brown, 2000: 27). Language is a living thing. It changes and develops over time. In addition, Slobin in Brown (2000: 29) states that language develops its form and function in two levels; on the functional level and on the formal level. Furthermore, Nunan proposes that language is more than a system for communication. It involves whole person, culture, educational, developmental communicative process (Nunan in Brown, 2001: 34). On the functional level, the implication of language change is the growth of conceptual and communicative capacities that are connected to the innate schemas of cognition. On the formal level, the implication of language change is the growth of perceptual and information-processing which is connected to the innate schemas of grammar.

There are verbal language and non-verbal language. Verbal language is the language that relates to the use of words as the means of delivering proposition and interpreting meaning. In another side, non-verbal language is

the language that relates to the use of gesture, mimic, pictures and other ways to deliver proposition and interpret meaning.

However, what people call a language in common is that the one that uses words as the means of delivering idea and interpreting the meaning. Moreover, language is understood in terms of certain elements: ideas, signs, and their association (Taylor in Jourdan and Tuite, 2006: 17). Words are not stood by themselves. They are created by the society and culture gives its influence to its process of creation. In fact, words do not have meaning. Their main duty is representing the object (sign) in an understandable way so that the language users get the idea of the object from the words. Words only bring the meaning of objects that have been attached to them. Therefore, words are the language symbols of the real objects.

Language is not used word-by-word in order to communicating idea. Language uses a set of words that are able to cope a single complete idea. It is called as a sentence in the written form and an utterance in the oral form. However, a chain of words, called a phrase, is not able to represent a complete idea because a phrase is still a part of a sentence or utterance. Thus, in order to make a meaningful and understandable communication or interaction, the writer or speaker should build a complete sentence or utterance and the listener should use its competency to convey the meaning.

B. Language Learning

Language acquisition is a long and complex process. It can be achieved through long learning. It is a social process of growth from childlike dependence to self-direction and independence (Nunan in Brown, 2001: 34).

Foreign language acquisition can be defined as the way in which people learn a language other than their mother tongue, inside or outside of a classroom (Ellis, 2003: 3). Therefore, acquiring a foreign or second language needs includes the process inside and outside the classroom. It is wrong if only relying on the learning process in the classroom.

Furthermore, Harmer (1998: 24) states children and adults who do acquire language successfully outside the classroom are the result of three important factors: language exposure, motivation, and opportunities. Language exposure is needed for learners to make them get used to live with it. The language exposure they get becomes essential input for their learning process. In addition, language learners who have motivation, especially integrative motivation, have good determination to learn new language for their sake since they have good awareness of the importance of acquiring language in communication. Finally, language learners who have many opportunities to train their selves with the new language in order to make their brain and organ of speech work together to produce language which is clear and understandable are able to show good outcomes in terms of their communicative competence.

One of teacher's duties is to provide as much as language exposure to the learners as the input. It can be delivered with authentic materials, and supporting media. In designing syllabus, the teacher should be based threshold level which copes the topics, functions, notions, situations, and grammar as well as vocabulary. Van Ek and Alexander (1980) propose that the *threshold level* describes the level of proficiency learners need to attain to

cross the threshold and begin real communication (Jack C. Richard, 2006:11). In addition, a teacher should be able to generate students' confidence and awareness of learning to acquire new language. Appropriate classroom situation that can make the learners feel safe and confident to learn a new language is suitable for supporting the process of learning a new language. A teacher should play relevant roles that suits to the learners need and the purpose of learning process to ensure the learning process is on the right track. The situation should be able to encourage students to speak English with providing many opportunities in which learners take part in real English communication regardless the communication takes place in classroom-border.

Actually, the process of learning should not stop in classroom-border. The learning process is mainly the learners' responsibility rather than the teacher's responsibility. Teachers' roles in learning process are as facilitator, manager, controller, and other roles. Therefore, the teacher provides suitable inputs and media, plays many roles which are relevant to the learners' need, manages situation in which learners feel safe and confident to train their selves with English are aimed to make students feel close to the success of acquiring English so that they encourage themselves to explore their own competence and skill in English communication.

C. Communicative Competence in Relation to Learning Language

Verbal communication and interaction consists of the process of delivering proposition in the form of speech, speaking, or writing and the process of accepting codes and interpreting them into meaningful information. Communicative competence implies a set of strategies for getting a message sent and received and for negotiating meaning as an interactive participant in a discourse, whether spoken or written (Brown: 2000, Doughty&Long: 2003, Grugeon, et al.: 2005, Littlewood: 1981). The process of delivering proposition is done by the speaker or writer and the process of conveying meaning is done by the listener or reader. In practice, people use oral communication more than written communication. It is the reason of the importance of oral skill acquisition; i.e. both listening and speaking by language learners..

The ability of conveying and interpreting meaning between a speaker and a listener shows the level of success in communication. Since language is used as means of communication, it carries the content of communication which consists of the information or knowledge the speaker wants to deliver and the grammar to chain the words in order to make the information understandable (Brown: 2000, Littlewood: 1984, Celce-Murcia: 1995). When a speaker is speaking, he actually intends to build interpersonal communication with a listener or to affect listener's mind. In this case, he wants the listeners to have new information about what the speaker intends him to know.

However, in order to make the listener understand to what the speaker utters, the speaker also should compile the information that is represented with words in good order. In this occasion grammar take roles. It needs to emphasize that the message is the main content and the grammar is the supporting content. The speaker should also support the main message with appropriate non-linguistic device, for example intonation, mimics, gestures, and other non-linguistic device. Non-linguistic devices play important role in the success of communication. In order words, the process focuses on the function and meaning of communication instead of the form of communication. It is the communicative competence that a speaker should master. Hymes in Brown (2000: 246) states “communicative competence is the aspect of our competence that enables us to convey and interpret messages and to negotiate meaning interpersonally within specific context.” Furthermore, Littlewood adds that there are three corresponding aspects of the skill involved in understanding meaning (Littlewood, 1981: 3):

- (1) The ability to understand linguistic structures and vocabulary;
- (2) Knowledge of the potential communicative functions of linguistic forms;
- (3) The ability to relate the linguistic forms to appropriate non-linguistic knowledge, in order to interpret the specific functional meaning intended by the speaker.

Therefore, I agree with the experts that in order to be good speakers, language learners should learn to focus on the content of the communication more than on the grammatical features. However, it is not an easy process to focus on the content while speaking in foreign language, especially for the learners in non-English speaking countries because they do not get enough exposure to do so. Therefore, they have to train themselves to get used to

understand and use as many as language expressions with their function in different situation. They also should train themselves to use non-linguistic devices along with the linguistic devices. The purpose is to make them communicative when having interaction with other without showing many and long hesitations because of lack of understanding to appropriate expressions should be used which results on the success of delivering the message of the communication.

D. Functional English

Since speaking is a way to convey meaning orally, the process of teaching speaking focuses on both meaning strand and language strand. This is aimed to build communicative language. A speaker can convey meaning through speaking because the speaker has the knowledge about the topic of speaking and is able to communicate or share the knowledge using appropriate language that suits the situation or context. The speaker is to be said of having good communicative competence because he can deliver appropriate functional language. Richard (2006:7) proposes that communicative competence includes some aspects of language insight:

1. The learners know the use of language for different purposes and functions.
2. The learners know the variations of language for different contexts and participants.
3. The learners know the way to produce and understand text types.
4. The learners know the way to improve communication although of facing limitations in one's language knowledge.

Some acts which resemble the use of functional English are introducing, inviting, welcoming, asking and accepting help, discussing, thanking, and other uses of functional English. The main focus of functional English is on the meaning and language use rather than on its grammatical features.

However, it does not mean that grammar is not important in functional English. Learning of using English as a functional language can bring the learner above the level of talking about grammar itself. It is because without learning the grammar thoroughly, the learner can use it for communicating and interacting. In conclusion, functional English generates the use of the learner's knowledge and language including grammar, pronunciation and many other language items and features to the communicative and meaningful language learning for the learner.

E. Speaking Skill

Learning English is not learning partial ability. Learning English should include some skills: listening skill, speaking skill, reading skill, and writing skill. Those four skills must be mastered by students. However, this part does not discuss those all skills. This part only discusses the speaking ability.

1. The Nature of Speaking

Many definitions are proposed by some experts in language teaching. Speaking is a process of oral language production. It has two functions: transactional functions and ludic functions (Tarone, University of Minnesota). In addition, she continues that speaking includes the sounds of language, morphology and syntax of the language, discourse markers of

the language, and lexis (Hinkel, 2005:485). Therefore, based on his opinion, speaking ability can be defined as the process of oral production along with language feature production to achieve transactional functions and ludic functions.

Moreover, Thornbury (2005:7) proposes that speech production takes place in real time and is therefore essentially linear. Words come after words. Phrases come after phrases. Statements come after statements and other forms of language structure. Every word, phrase, and statement is connected one to another. That condition could lead to a spontaneous and dynamic speech.

Brown (2001: 267) argues that when someone can speak a language, it means that he can carry on a conversation reasonably competently. Furthermore, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Each participant has a purpose or an intention that she/he wants to achieve in the interaction. He/she has to be able to interpret what is said to him/her and reply with language he has at his disposal in a way that takes into account of what has just been said and which reflects his own intentions at this point of the interaction.

Brown and Yule in Nunan (1989: 26) distinguish spoken language from written language. They point out that for most of its history, the teaching of language has not been concerned with spoken language

teaching. The spoken language is shorter, often fragmentary utterances. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs.

2. Characteristics of Spoken Language

Spoken language is different from written language. Spoken language is more dynamic since it involves not only linguistics but also paralinguistic features. The similar chain of words can create different interpretation that comes from different paralinguistic feature used by the speaker. Moreover, Luoma (2009: 9) describes the characteristics of spoken language as follows:

- (1) Spoken language has sounds of speech. Speakers and listeners understand the very basic information from the sounds of speech. Thus, the sounds should be clear and appropriate to the focus and purpose of speech.
- (2) Spoken language focuses on content of the message instead of grammatical rules in common. However, it does not mean that spoken language does not take into account the use of grammar in the speech. Grammar is one of important elements in delivering a message since the words which bring meanings are bind by using grammar. The difference is in spoken language, the use of grammar is not as fixed as in written language.
- (3) Since spoken language focuses on the message, the form of spoken language is shorter than written language. There are some grammatical features that are eliminated or at least reduced in order to

make the speech more efficient and direct to the content of the speech itself. Thus, speech can be regarded as units of idea.

(4) In spoken grammar, there are two existing variations; grammar in planned speech and grammar in unplanned speech. In planned speech, the speakers use more structured and complicated word order. It happens in public speech, presentation, lecturer, and any other situation that need more preparation before having speech. In unplanned speech, the speakers tend to use language that is more simple and effective to deliver message. It is because the main purpose is that the listener really understands the content of the speech in the simplest way the listeners cope with. It happens in daily conversation that contain full of spontaneous topic of conversation and contain of spontaneous response.

(5) Spoken language has two ways to emphasize the content of message. They are *topicalisation* and *tails*. Topicalisation is used when the speakers want the emphasis of the speech is the topic of the speech itself. Thus, the speakers put the topic in the beginning of the speech, for example a speaker says, “A sport car that you have is very amazing”. In other hand, tails is used when the speakers want to emphasize their opinion, reaction, response, or comment on the topic of the speech. Therefore, the speakers put the subjective point before the topic of the speech, for example a speaker says, “It is very wonderful, that the waterfall we visited just now”.

- (6) The speakers use appropriate selection of words when they are speaking. It depends of the situation they engage. In a situation which needs them to speak in a specific field of subject, they should use specific words that can express their good understanding of certain subject and show their level of language competence. Meanwhile, when the speakers engage in common situation that does not need them to speak specifically, they use general language that common people understand. Both abilities should be acquired to suit different situation of language use.
- (7) It is often found that when speaking, speakers get lost in their own mind. They sometimes forget the information should be and have been delivered. So they have to track down their speech by clarifying to the listeners about the information they understand and rearrange the speech in order to deliver the next information. However, thinking to plan next step of speech needs time. Although it is very short time, they could fill the thinking time with using fixed phrases, fillers, and hesitation markers. The use of these devices could eliminate the situation in which no-process of communication which is marked with silence takes place.

3. Elements of Speaking

Speaking can run well if the speaker is able to fulfill the elements of speaking. Harmer (2002: 269) explains four elements of speaking. They are as follows.

a. Connected Speech

A fluent speech is a speech with good connectivity between words, phrases, sentences, and even discourse. It is because speaking is not only mentioning sound after sound, word after word, phrase after phrase, and other forms of language structure. In order to achieve a fluent speech, a good speaker should be able to understand how to make his utterance as simple and informative as possible. Therefore, assimilation (modification), elision (omission), linking (adding), or contraction and stress patterning (weakening) are employed.

b. Expressive Devices

Communication engages two aspects: linguistic content and non-linguistic content. Non-linguistic content plays important role in determining the success of the speech delivered by the speaker. Expressive device show the speaker's intention (intensity) and feeling (emotion). Stress, rhythm, intonation, volume, speed, pitch, and sometimes gestures/mimics are essential devices to make the speech understandable and effective.

c. Lexis and Grammar

Lexis and grammar are the linguistic devices of speaking. They are the framework of sentence. Therefore, lack of proficiency in acquiring those aspects results failed communication. The speaker needs to be spontaneous in delivering words, phrases, and sentences. The speaker should manage them in a good order of breathe. Long hesitation to deliver the lexis and grammar because of confusing

circumstances to find the correct choice makes the communication ineffective.

d. Negotiation Language

In a communication, clarification is needed to make the content of communication become well-understood. It means that what the listener gets is same as what the speaker utters.

My understanding of what the experts propose is that a speaker is determined that he is able to speak fluently if his speech runs in the correct speed along with his breathe. The speaker can use connected device too in producing the sounds. In addition he is regarded as accurate if he can arrange the words in correct order to make an understandable chain of words which carry meaning, pronounce the sounds correctly and deliver the message through the chain of words with appropriate non-linguistic device. Thus, the speaker should pay attention to the use of expressive device and lexis-grammar in his utterance. Finally in order to ensure that the listener understands the speaker's speech, the speaker should clarify the listener's understanding about the content of the speech.

4. Microskills of Speaking

In learning speaking, students should pay attention to the microskills of speaking. They are the skills which become parts of the success of speaking itself as Brown (2001:272) states as follows.

- (a) The speaker is able to create chain of language of different lengths.
- (b) The speaker is able to orally create differences among the English phonemes and allophonic variants.

- (c) The speaker is able to create English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
- (d) The speaker is able to create reduced forms of words and phrases.
- (e) The speaker is able to employ an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- (f) The speaker is able to create fluent speech at different rates of delivery.
- (g) The speaker is able to monitor his own oral production and apply various strategic devices – pauses, fillers, self-corrections, backtracking to improve the clarity of the message.
- (h) The speaker is able to employ grammatical word classes (nouns, verbs, and other kinds of part of speech), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- (i) The speaker is able to create speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.
- (j) The speaker is able to express a particular meaning in different grammatical forms.
- (k) The speaker is able to employ cohesive devices in spoken discourse.
- (l) The speaker is able to achieve appropriately communicative functions according to situations, participants, and goals.

- (m) The speaker is able to employ appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- (n) The speaker is able to show links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, exemplification.
- (o) The speaker is able to employ facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
- (p) The speaker is able to develop and employ a battery of speaking strategies, such as emphasizing key word, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

In conclusion, microskills of speaking should be used to support the success of speaking performance. In my understanding, they are categorized into four:

- (1) microskills that are related to linguistic features,
- (2) microskills that are related to para-linguistic features,
- (3) microskills that are related to discourse and socio-cultural context, and
- (4) microskills that are related to strategic competence.

5. Speaking Methods

Based on Monroe and Ehninger (1995) in the presentation delivered by Prof. Mahly J. Martinez (www.slideshare.net), there are four methods of speaking:

a. Impromptu Speech

This method needs the speaker's knowledge. Usually, this method is used to give a short explanation, presentation, or speech. The character of this method is spontaneous. Therefore, the speaker does not prepare so intense of what he wants to deliver.

b. Memorized Speech

Using this method, the speaker does not spontaneous at all. It is because the speaker rehearses what he remembers about the message he intends to deliver. Therefore, the speaker prepares by remembering all he reads before his speech.

c. Read Speech

This method is another unspontaneous way to have a speaking. However, the difference from the memorized speech is that the speaker reads a text during his speech. The purpose is commonly to deliver a message accurately. Therefore the speaker need not remembering or thinking about what he wants to say.

d. Extemporaneous Speech

The speaker says spontaneously his utterance. He has no preparation before his speech. It happens usually in daily conversation. Actually this is more spontaneous than impromptu speech.

Based on the theories, I conclude that all speaking methods are not used in every occasion in real daily conversation. Extemporaneous speech is the most common speech used by people in communication. They use it to start a conversation with sudden idea and response. It is the most

dynamic speaking performance. People use extemporaneous speech for mingling, socializing, and even getting information that makes them curious. In other words, people use it to have both spontaneous transactional and interpersonal communication in real life. However many people are only ready to speak about specific or even broad idea that need them to explore their mind more. Thus, they prepare some important points in their mind as the preparation to conduct a communication which is called impromptu speech. In doing so, they need time to think for a while. Their main purpose in delivering speech is to provide clear short explanation. In addition, in some occasion, rehearsing what we store in our mind is not enough to explain, especially for delivering longer speech. Therefore, a speaker should note more important points as the preparation of delivering a speech which is regarded as memorized speech. By doing so, the speaker avoids unstructured and unclear speech in terms of the content and listeners' misunderstanding of what the speaker proposes since the speaker has planned the speech. Lastly, read speech is the most monotone speaking performance since the speaker is actually doing such kind of reading aloud. The purpose is to delivering information very accurately in relation to the structure, content, discourse, and situation.

6. Difficulties in Speaking

Speaking tends difficult to practice by EFL students because of some reasons as Brown (2000:270) cites:

a. Clustering

It means that the speaker should speak in cluster/group/phrase of words instead of speaking word by word. In fact, students got difficulty to speak straight away in groups of words. They tended to speak word by word because they could not able to rehearse the appropriate words and manage effective way to deliver.

b. Redundancy

It means that the speaker should give additional meaning in order to make the main message clear for the listener. Practically, students got difficulty even for delivering the main message. They did not have time to think about additional message that supported the main message.

c. Reduced Forms

The speaker should be able to use contraction, elisions, reduced vowels, and other shorter language structures in order to make his speech efficient. Since the students were taught more on grammatical features, the students' spoken language was very influenced by their habit in studying grammatical features. As a consequence, their spoken language became grammar-oriented instead of meaning-oriented. They were not used to produce reduced forms in order to make their speech more efficient.

d. Performance Variables

When a speaker speaks, he sometimes needs time to continue to speak because perhaps he should consider what and how to speak in

order to make the meaning he conveys understandable. The listener can see from hesitations, pauses, backtracking, and correction the speaker makes during his speech. However, when students got confused when they did not know the vocabulary and the grammatical patterns they should use to make their speech understandable by the listeners. It became barriers in producing fluent speeches since they had difficulty in creating the utterances and in delivering their utterances.

e. Colloquial Language

Colloquial languages are specific words, phrase, or any form of language that have certain context so that they are not used in common communication by common people. Since the level of students' speaking competence was not high enough, they could not produce specific terms in their conversation. They used general language to communicate with others.

I agree with the theory. A good speech is the one which is meaningful to the listener and delivered fluently and accurately in terms of linguistic and paralinguistic features in clustering phrases and reducing forms. In addition, the speakers should ensure his self that the listeners get the main message of the speech through delivering supporting information, applying performance variable and using appropriate colloquial language. Those difficulties or challenges in learning to speak English should be overcome well by the speakers if they want to be good speakers.

7. Factors Affecting Adult EFL Learners' Oral Communication

Shumin states that age or maturational constraints, aural medium, sociocultural factors, and affective factors influence adult learners to communicate in EFL (Shumin in Richards and Renandya, 2002: 205-206). The explanation is as follows.

a. Age or Maturational Constraints

The best starting time to learn language is from childhood. Therefore, learning new language, especially foreign or second language, from adult age results on lower proficiency, especially in terms of pronunciation and other paralinguistic features. Children are able to learn language better than adult because they learn language in their sensitive period until their puberty. In addition, Lenneberg proposed Critical Period Hypothesis, which suggested that brain plasticity was only conducive to language learning until puberty (Lenneberg in Pinter, 2006: 29). On the contrast, adults have passed their golden period to learn language better. The most distinctive result of learning foreign language from adult age is the level of correctness of pronunciation, prosodic features, accuracy, and fluency is far from naturalness. Although adults are able to learn any rules related to language and the context, they always get difficulty to get close to the level of native-like speakers.

b. Aural Medium

In common communication, listening and speaking happen sequentially. In other words, a listener becomes a speaker in the

communication process. A speaker (locutor) expresses idea and a listener (interlocutor) responds to it. It happens in turn. Therefore it is important to process the information from listening phase to speaking phase. What happens in listening is that the listener comprehends new information, combines it with what follow and he integrates it with their knowledge. The speech act that happens after the process of listening should be based on his understanding that comes from the integration of new information to the knowledge he has. Misunderstanding on what the listener gets from the listening phase contributes to the fail in speaking phase.

c. Sociocultural Factors

Communication consists of verbal and non-verbal form. Non-verbal language in the form of gesture and mimic is also important because it can reveal different meaning from what the verbal language convey. The communication becomes failed if the listener and speaker do not have the same sense to the real content of communication. Thus, when having communication, the speaker and listener should use appropriate gestures or mimics alongside with the content of communication.

In different case, some English non-speaking countries, especially Eastern and South Eastern Asian countries, have different culture in their social interaction and communication from English speaking countries. The differences ranges from linguistic features to non-linguistic features, let's say norm of communication and gestures. For

example, in those countries, people hold modesty tightly because modesty culture is very strong in those countries. A woman tend to say “No, it’s not good enough” when somebody else complement to her dress that actually really look good on her.

d. Affective Factors

Many adult learners avoid taking risk when learning EFL. They feel anxious to make mistake so they want to save their “face”. It inhibits them to be good language learners. Trying to speak EFL with their limit of ability is important because they can learn from their own and others mistakes. The evaluator can give constructing feedback to make the learners fix their mistake and become better and better every performance. Finally, they become confident and good speaker. In fact there are some factors that relates to affective domain. They are emotions, self-esteem, empathy, anxiety, attitude, and motivation. Good learners should able to manage themselves in order to create situation on their own to have speech in EFL.

My view according to the existing theories is that learning foreign language from adult age is not easy. There are more challenges that the learners should face and overcome in order to achieve their highest result on learning foreign language that perhaps they do not need to meet if they learn foreign language from childhood. Thus, age plays important role in terms of starting to learn foreign language. Earlier to learn foreign language, longer time language exposure influence learners’ ability. Then, since communication consists of delivering and conveying meaning,

learners' mind processes the information from accepting, adding, combining, and producing in sequence. In doing so, the learners not only process the message in terms of meaning but also process the association with the appropriate linguistic features of the new language. The last process is not easy for language learners since they are still learning the new language.

Learning to use foreign language is not only producing speakers' idea in new language but also assimilating with the culture of foreign language, mother tongue, and other situations that correspond to the communication process. Hence, the speakers should understand the context of communication in which they participate if they want their messages accepted by the listeners in the same view the speakers deliver to eliminate misunderstanding between them. Adults learnt second language acquisition in different constraints. Clearly it is almost impossible for them to achieve native-like speech. However, the capability of their minds helps them to become better learners in learning the conceptual aspects of language. In addition, their psychological also factor contributes to the success of learning foreign language. Brown (2000:147) states that all human beings, in their understanding of themselves, build sets of defences to protect ego. Since adults perceive themselves in higher level than children, it becomes greater challenges for them to take risk and to build their confidence in learning second language. They should be able to manage their own inhibition and anxiety in order to be successful second language learners.

8. Elements Underlying Speaking Effectiveness

In addition, Canale (1983) proposes that there are four elements underlying speaking effectiveness (Celce-Murcia, 1995:7). They are:

a. Grammatical Competence

In speaking, a speaker should be able to build a good utterance as the start of the interaction. Therefore, in order to make the proposition understandable by the listener, a speaker should understand the grammatical order in his utterance. In addition to grammar, the speaker should understand vocabulary that he chooses, morphology that should be used, and pronunciation of each word. Since the level of linguistic structure is utterance, the speaker should also pay attention to the stress of utterance.

b. Discourse Competence

A speech is related to the process of delivering the whole idea. However, an utterance can be divided into simple speech and complex speech. In a simple speech, the speaker only uses an utterance to deliver the proposition. On the other hand, in a complex speech, the speaker uses more than one utterance to deliver the whole idea. Since a speech is not separated utterances that are combined into a unified building, a speech needs cohesion and coherence. Thus, the speech not only includes a good grammatical order but also includes cohesion and coherence to create a good speech. Using cohesive devices, a speaker can show the connection within the sentences in his speech explicitly. In addition, using appropriate words from the same area of subject of

speech, a speaker can deliver a speech that is well-built and understandable in terms of the speech content.

c. Sociolinguistic Competence

Understanding the language and its use are not enough in communication. A speaker needs understanding the social and cultural context in which the communication takes place. A speaker should understand the rules or norms that govern the communication system. A speaker should know how to ask or give opinion about something, whether the content of speech is appropriate to talk, and other communication systems. A speaker should also understand his position and the situation in the society. His speech should be the society's expectation if the speaker wants to get relevant and appropriate response from the society.

d. Strategic Competence

People have many purposes when they communicate with others. Moreover, the purposes can be divided into two big scopes: transactional and interpersonal purpose. In transactional purpose, a speaker speaks to someone else in order to make change on someone's mind or action. He wants another else to do or think something in respond to his speech. Meanwhile, interpersonal speech is only a speech that does not intend to influence somebody else's mind or action. The speaker does not need change from the listener. In interpersonal speech, the speaker's intention is only showing connection in social context to the listener because they are members of community. However, in order

to achieve their goal, whether it is transactional or interpersonal purpose, a speaker needs to manipulate the language he uses. Without modifying the language he uses, the speaker can get different response from what he expects. This is what is called as strategic competence.

Since communication is the performance of using language in order to deliver and convey meaning, the speakers should acquire the competences that support speech success. Delivering message through structured order of words is more comprehensible for the listeners. The sounds, intonation, pitch, stress should be clear enough. Then, the speakers should pay attention to the cohesiveness and coherence of their speech. The speech should be in one theme in order to make the listeners could comprehend the speech well. In addition, since the speakers are members of society, they should understand their position in society and the culture of society including norms and values. Unless understanding influencing aspects of society, the speech could lead to breakdown since the listeners do not accept, possibly, the message the speakers deliver, the manner the speakers express, or both of them. Finally, since the main purpose of speaking is delivering the main message and getting expected response from the listeners, the speakers should understand how to ensure that the listeners understand what the speakers say and are able to respond to it. Thus, the speakers should be able to manipulate the language they use.

9. Speaking Assessment

Speaking is evaluated through its performance. Luoma states that when we are assessing speaking, we guide the examinees' talk by the tasks

that we give them (Luoma, 2009:29).. However, it is a complex task for a teacher to assess speaking skill since there are some considerations should be taken into account in order to evaluate speaking performance. She continues that to put their speaking tasks into practice, assessment designers need to create not only the tasks but also the instructions, the task materials, and the procedures that will be used (Luoma, 2009: 29).

In addition, firstly evaluators should determine what the objectives of the assessment are; whether they are only for certain aspect(s) in speaking skill or success of the whole process of speech including the clarity of the idea or message the speakers deliver. Then the evaluator should determine that the speaking test will run within the teaching and learning English in classroom or beyond classroom context which refers to specific field of work. The evaluators should also consider the number(s) of participant involved in each test of speaking.

Since speaking is performed by one or more persons, the participants involved in a speaking assessment could be alone, in pair, or in small group. In addition, the structure, procedure, and instructions of the test should be clear enough for both the evaluator and participants because it is the factor which determines the process of the test.

How the evaluators gather the data and evidence should be suitable with the type of the test and other factors which contributes the effectiveness of the test. The evaluators could choose between live-based test and taped-based test. In live-based test, the evaluators are face to face with the participants. They could do direct interview with the participants

if the participants comes to the test one by one so that in every session of test, there is only one examinee that the evaluator face, or they plays as observer which their main role is only observing the communication in whole or partial structure, which includes observation of linguistic and non-linguistic features used, among two or more examinees.

Furthermore, questions which stimulate examinees to express their idea take important role in administering a test. Thus, there are two main forms of questions that can be used in the test; open-ended and close-ended questions. In open-ended questions, the examinees should give extended answers that show their real understanding about certain issues that are proposed through the questions and their skill in using verbal language which is followed by non-verbal language in order to make their answers clear to the examiners. On the other hand, in close-ended questions, the examinees should answer the question using yes/no answers or short factual answer. Therefore, they do not need to extend their speech through adding other information or their own comments or views which is not asked by the examiners.

In addition to the forms of question, the evaluators should also determine the model of question structure whether it is structured, semi-structured or free-structured sequence of questions. The examiners use a structured sequence of questions in order to gather the fixed sorts and amount of information about examinees' speaking skill. They use yes/no questions or short factual-based questions or both from the examinees. Next, the examiners use a semi-structured sequence of questions in order

to get deeper understanding about examinees' understanding about certain issue and the examinees' skill in using language as the means of delivering their idea without losing control on the main points of the speaking test. In this model, the examiners combine the use of close-ended questions and open-ended questions of which the use of both types of question depends on the examinees' expected answers. Lastly, the examiners use an unstructured sequence of questions in order to let the examinees show their best performances in terms of delivering examinees' ideas and applying an appropriate way to deliver them. Therefore, the questions used are really spontaneous as the responses to the examinees answers.

However, a speaking test could not be administered well without rubric. The function of the rubric is as the guidelines for the examiner to assess the aspects of speaking which are the concerns of the test. Rubric is a tool for the assessment designers, and the part of it that is visible for test participants is instructions and any other test information material that the developers may produce (Luoma, 2009:52). In addition, Bachman and Palmer in Luoma (Luoma, 2009:52) describe the characteristics of rubric:

- (1) the structure of the test, that is, how the test itself is organized,
- (2) instructions,
- (3) the duration of the test as a whole and the individual tasks, and
- (4) how the language that is used will be evaluated, or scored.

F. Affective Domain

Affective domain has close place with cognitive domain. Brown (2000: 143) proposes that affective domain refers to various kinds of personality which finally state how we see ourselves and others with whom we makes

communication. The personality factors which are included in affective domain are:

1. Self-Esteem

Self-esteem is related to self-confidence. Self-esteem arises when we can define ourself and believe our capability. Furthermore Coopersmith in Brown (2000: 145) states that self-esteem is a personal judgement of worthiness that is expressed in the attitudes that individuals hold towards themselves.

2. Inhibition

Everybody has different level of inhibition; which is a system of defence to protect the ego (Brown, 2000: 147). Our inhibition level determines how deep we let others come in our mind. Higher inhibition relates to lower self-esteem and lower inhibition relates to higher self-esteem. Therefore people who have low inhibition are more resistant and open in many social situations than the ones who have high inhibition. In learning language, low level of inhibition comes from the ability to adapt the language as a tool of communication. When people can adapt a language, it creates a system of language ego; which means that people get new identity from the new adapted language.

3. Risk-Taking

Language learners should courage themselves to take risk in learning language. Without risk-taking, learners stop their steps to the upcoming process. However, careful step should be in mind too when risk-taking happens. In addition, Beebe in Brown (2000: 150) cited a study which

claimed that “persons with a high motivation to achieve are....moderate, not high, risk-takers. These individuals like to be in control and like to depend on skill. They do not take wild, frivolous risks or enter into no-win situations.”

4. Anxiety

Anxiety is the feeling of uneasiness, frustration, self-doubt, apprehension, or worry (Scovel in Brown, 2000: 151). In addition, we can differentiate anxiety into two levels: trait anxiety and state anxiety (Oxford in Brown, 2000: 151). Trait anxiety is the level of anxiety which refers to the deepest place in somebody’s personality and state anxiety is the level of anxiety which is related to certain situation in life. Furthermore, Alpert, Haber, and Scovel in Brown (2000: 151) describes that based on its function, there are two kinds of anxiety: debilitating anxiety and facilitative anxiety. Debilitating anxiety is a kind of anxiety which discourage learners to learn language because of the feeling of incapability. Debilitating anxiety can be said as negative anxiety. Facilitative anxiety relates to the feeling of uneasiness when certain task or situation is not accomplished or passed. Facilitative anxiety can be said as positive anxiety.

5. Empathy

People can be said have good empathy when they can see and feel the real situation from somebody else’s view. In addition, Guiora in Brown (2000: 153) defined empathy as “a process of comprehending in which a temporary fusion of self-object boundaries permits an immediate

emotional apprehension of the affective experience of another.” The importance of empathy in communication is that we can identify, interpret, and respond the main message correctly when we understand each other as a speaker and a hearer.

6. Extroversion

Extrovert people are the ones who need their environment support to arise their courage to step forward. Furthermore, Brown (2000: 155) states that *extroversion* is the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people. However, extrovert people are always expressive. They are sometimes silent individuals which needs friends to be more active. The feeling of together can raise their courage do more in learning language.

G. Teaching Speaking

Since the focus of teaching is to enable students’ communicative competence, communicative language teaching (CLT) is implemented. It is because CLT has two main strands: the first is that language is functional and not just bits of grammar and the second strand is language takes care of students who get sufficient opportunity exposures to use the language (Harmer, 1998:32). Furthermore, a well-balanced language course should consist of four equal strands (Nation&Newton, 2008: 1):

- (1) Learning through meaning-focused input; in which the students focus to interpret meaning of texts during listening and reading activities.
- (2) Learning through meaning-focused output; in which the students focus to convey meaning during speaking and speaking activities.

- (3) Learning through deliberate attention to language items and features; in which the students should pay attention to the use of language to interpret and convey meaning.
- (4) Developing fluent use of known language items and features over four skills of listening, speaking, reading and writing.

In addition, Harmer (2006:34) states that children and adults acquire language because of having language exposure, motivation to learn language, and opportunities to learn language. Then he continues that ESA (Engage, Study, and Activate) which are the basic building blocks for successful language teaching and learning suits CLT (Harmer, 1998: 32). *Engage* means the students can get meaningful connection to the materials when the topic is relevant to them. *Study* means that the students should evaluate their language use in order to achieve effective and appropriate communication. *Activate* means the students can understand and absorb the materials better when they are involved in a situation that demands the use of their knowledge and language.

Moreover applying *Communicative Language Teaching* in teaching speaking implies that the teacher should take into account the principles, elements, and many other aspects of speaking in the teaching and learning process. Therefore, the activities are designed to cope with many aspects of speaking. It means the activities bring opportunities to use language accurately, fluently, mechanically, meaningfully, and communicatively to the students (Richards, 2006: 14-16).

Teaching speaking is represented in several activities. Brown (2001: 271-274) argues that there are six types of speaking activities. They are:

1. Imitative

This method employs learners as the tape recorders. So after the learners hear what the model says, they have to repeat it several times.

This means drilling takes important role in the success of this step.

2. Intensive

This method is aimed to practice some phonological or grammatical aspect of language.

3. Responsive

In responsive, the learners are demanded to answer in a simple way what the teacher asks to them. The questions should be also simple questions.

4. Transactional (dialogue)

Transactional is the extended form of responsive. It is aimed to convey or exchange specific information.

5. Interpersonal (dialogue)

Interpersonal has almost a similar form if we compare it with transactional in terms of the length. What makes interpersonal different from transactional is that in interpersonal, the speakers communicate in order to maintain social relationships than to transmit facts and information.

6. Extensive (monologue)

Extensive is the highest step to learn to speak. In this method, learners are demanded to have a speech by their own without having intensive vice-versa communication which contains a global topic.

Based on the kinds of activities can be implemented to teach speaking, I summarize that language learners should start to practicing new language from the easiest activities through imitative and intensive practice which exposure them to language expression of which the function is to deliver different message. Then they should go up one step in which the activities make them get used to respond certain language expressions with their meaning they bring. If learners have mastered the process which happens in responsive activities, they should go up to the transactional conversation which demands them to express and respond the content of communication. Finishing the process of transactional activities, they should come to the interpersonal activities that are aimed not only to exchange and respond message but also to maintain the sense of belonging in society. Finally, learners should come to the extensive activities in which the learners can train their selves with extending their ability to speak without any direct respond from the listeners.

H. Learners' Characteristics

Since the research would be conducted in senior high school, the subjects of the research would be senior high school students. They are still teenager. The characteristics of teenager are generally disruptive, high-spirited, and low-self-understanding. They are the creatures who are still

trying to find their identity. The language teaching strategy to meet their need and want should be the one that can manage their characteristics and guide it to the sake of their learning as Harmer (2002: 39) states that one the key issues in adolescence, especially perhaps in the west, is the search for individual identity, and that this search provides the key challenge for this age group.

I. Cooperative Learning

Cooperative learning is a method that focuses on the content of learning process, i. e. the cooperation to do something and the unity of purpose for solving problem, task, or project. Cooperative learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Furthermore, cooperative learning contains principles and techniques for helping students work together more effectively (Jacobs, Power, & Loh, 2002, p. 1 in Jacobs). Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

Cooperative learning is a method where teachers place students in small teams/groups with students of different learning levels. The objective is for the higher-level students to help lower-level students improve their understanding of concepts being taught. Each member is responsible for learning, as well as helping teammates learn, too. Students are to keep practicing concepts until the entire team understands and completes the

assignment given. However, cooperative learning is more than just putting students in groups and giving them something to do. Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members. (Jacobs and Hall in Richard and Renandy, 2002:52).

1. Elements of Cooperative Learning

Kagan (1994) in edtech.kennesaw.edu states that there are five elements of cooperative learning. They are:

a. Positive Interdependence

Through cooperative learning, the students are trying the best to participate in the success of the group itself. This means that no member keeps silent during the group discussion. Each member has equal right to deliver his/her contribution.

- (1) Each group member's efforts are required and indispensable for group success
- (2) Each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities

b. Face-to-Face Interaction

When students engage in a group discussion, they meet their group mates by their selves and have interaction among them in order to run the discussion itself. The communication is in direct way and should be spontaneous.

- (1) Orally explaining how to solve problems

- (2) Teaching one's knowledge to other
- (3) Checking for understanding
- (4) Discussing concepts being learned
- (5) Connecting present with past learning

c. Individual and Group Accountability

Each member has responsibility to the success of his own learning as well the group. Therefore, the members of the group should assist and support each other. No member of the group know nothing and no member of the group dominates the whole discussion.

- (1) Keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may be.
- (2) Giving an individual test to each student.
- (3) Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class.
- (4) Observing each group and recording the frequency with which each member-contributes to the group's work.
- (5) Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers.
- (6) Having students teach what they learned to someone else.

d. Interpersonal and Small-Group Skills

During the group discussion, interaction among the members of the groups takes place. More interaction and communication makes

understanding and relationship among the members of the group stronger. However, to catch that goal, every member should build their own awareness of become belonging to the group. Thus, selfishness should be avoided and interpersonal as well as group management skill should be improved.

- (1) Social skills must be taught:
- (2) Leadership
- (3) Decision-making
- (4) Trust-building
- (5) Communication
- (6) Conflict-management skills

e. Group Processing

Every group has its own aim and path to reach its success. Negotiation should be employed to manage the group discussion. If there is different idea, the group should handle to find the best option based on the good assumption, theory and fact.

- (1) Group members discuss how well they are achieving their goals and maintaining effective working relationships
- (2) Describe what member actions are helpful and not helpful
- (3) Make decisions about what behaviors to continue or change

2. Principles of Cooperative Learning

Furthermore, Kagan in Renandya, Willy; and Richards, Jack. 2002 states that there are eight principles of cooperative learning. They are:

a. Heterogeneous Grouping

This means that every group has various characteristics of members. There are some purposes of various characteristics of members.

- (1) The members will learn how to place their selves for different characteristics of group-mates.
- (2) They will learn how to build good communication with different kinds of friends.
- (3) They will learn to build good tolerance and understanding among the members of the group.

b. Collaborative Skills

In cooperative learning, each member of a group has to work to achieve certain objective with his group mates. This can be done if there is good cooperation or collaboration among the members. They should understand how to place themselves in any group situation, which does not overlap another member's responsibility, so that they can handle the group dynamic they face. All member of the group should work together to finish the process and achieve the goal.

c. Group Autonomy

According to this principle, students should look at their selves as the source. Therefore, they should not depend on the teacher to overcome any problem. A teacher is only facilitator for them and only sometimes become a source for them. However, the rest of the task should be done

by their selves. Since the teacher is a facilitator and source, the groups are the ones which determine the process and the result of process itself.

d. Simultaneous Interaction

Because each group has some members, the interaction becomes more intensive in the same time. This means that the interaction has no end during the discussion time. For example, in a class, there are 36 students. They are divided into 9 groups so that each group has 4 members. If the group works effectively, this result is that the situation in which there are 9 students who are speaking at the same time from different group. That situation has no end, except the groups have achieved the goal or the teacher stops them to have discussion.

e. Equal Participation

Each member of the group has the same privilege to express their idea. This can be managed by giving equal time proportion to the member of the group to speak during the discussion. A leader for each group is needed to manage this issue. Its main duty is to manage the communication among the members of the group.

f. Individual Accountability

This principle states that each member of the group has the same responsibility in the success of the group in terms of achieving the objective. It is not allowed to put a group task on one or some members of the group while some others are doing nothing. They have to share the responsibility in order to work as a team.

g. Positive Interdependence

When students work in a group, the stronger students should help the weaker one and the fast learners should assist the slow ones too. On the contrast, the weaker and slower learners should try the best to give contribution to the success of the group by learning from the stronger and faster ones how to start, process, and finish the task in order to achieve the goal.

h. Cooperative as a Value

Besides learning to use language as communication device, in cooperative learning students learn how to work with other as well as manage the team to achieve the goal. Cooperation is more than an obligation in the classroom since in the real life, people need to communicate, interact and cooperate with other to do many thing. It is because naturally human is social living-being. Thus as human beings, foreign language learners should also learn how to cooperate with others to develop their communication ability.

3. Structures of Cooperative Learning Would be Implemented in the Research

There are many structures in cooperative learning which can be applied in order to increase the input and opportunities of learning to speak. However, we would use some of them in different turns. The procedures of using those structures are as follows.

a. Numbered-Heads-Together Structure

Using this structure, we placed the students into groups of 3 – 4. Each of them in every team was attached with one number from 1 to 4 so that in every team, there was a student who was attached number 1, one who is attached number 2, and other students with other numbers. The students are given materials they should discuss with their team mates. They are asked to state their understanding and response about the materials. They could make conclusion or elaborate the framework. They may make conclusion or elaborate the framework about the materials in order to make them easy to remember what they have discussed. Afterwards, the teacher calls students based on numbers attached to them in order to manage their turns in giving answers, sharing their ideas, or accomplishing the tasks.

b. Team-Pair-Solo Structure

Implementing this structure, we firstly place the students into groups of 3-4 just like what we do in numbered-heads-together. Then materials which provide general idea about certain topics are shared to the groups. The purpose of giving first materials is to give the students the big pictures of the topic. They are given tasks related to the first material that they should accomplish. After working in group mode, they are split into pair mode. In this mode, students should work in a context that has relation to the one in previous mode. Thus new materials that are related to the first materials are spread out. They work to achieve pairs' objectives. Finishing pair mode, they continue to work independently

with no partner any more. They should achieve personal objectives. Then we, as the researchers, invite the students which have worked independently to share what they have gotten from the process.

c. Circle-the-Sage Structure

Conducting this structure, we manage the students into group of 4-5 persons. Each of group members should have an idea about something specific that corresponds to the decided topic. Then, in turn, they share their idea to the rest of group members. Each of them should have the opportunity to speak until the last member of the group. While a member who becomes the speaker is sharing the idea, the rest of the group members should listen and respond with proposing questions to deepen their understanding what is being shared. They may take note to make them easy to rehearse what they have gotten from the speaker speech.

d. Teams-Stand-and-Share Structure

In order to implement this structure, the students should build good cooperation in the groups. The groups which consist of 4 students each stand up. They have to do task. The task is about making questions, answering questions, making expressions, or other task which demand their creativeness and demand them to share the group's work to the class. A member of groups who become the representative of the groups responds to the task. If he/she gets difficulty, his/her group mates have to help him/her in order to complete the group's task. If the group is able to accomplish the task, the group may sit down. The standing groups are the groups which still have obligation to accomplish the task.

e. Team-Pair-Solo Structure

This structure teaches students to be cooperative and independent. In team stage, every student work with its group mates to do some tasks. In this time, their group skills are required to make the group processing run well. Then they are split up into two. Every pair has a similar task. The task is the continuum of the task in the team stage. Working as pairs makes the students able to build more interpersonal skill and they can be close each other in order to do their task. Afterwards, they work individually. It demands them to be independent as a person. It teaches them that they have to step by their own foot. Their task is the end of the whole task continuum from the group stage.

J. Relevant Studies

Klimoviene and Statkeviciene in their journal (*Using Cooperative Learning to Develop Language Competence*, 2006), they conducted a study of the application of cooperative learning to develop language competence and social skills for 46 master students majoring in economics found the fact that 87% of students pointed that they found cooperative learning to be the most satisfying of all the learning activity forms. He continued that 83% students mentioned that CL helped them improve both verbal and written communication skills. Also, his study shown that 89% students could develop their social skills, for example problem solving, decision taking, conflict handling, negotiating, leading, delegating, listening, and presentation making.

Furthermore Pattanpichet in his journal (*The Effects of Using Collaborative Learning to Enhance Students' English Speaking Achievement*,

2011) revealed positive outcomes both in terms of students' improvement on their English oral performance and their opinions towards the use of collaborative learning as an instructional method in an English speaking classroom.

In addition, Maldonado, Ivan, et al. in his study in 2011 towards 5th grader students found that the students' speaking performance improved in progressive manner in terms of accuracy, fluency, and pronunciation during the application of cooperative learning in the teaching and learning process.

K. Conceptual Framework of Using Cooperative Learning in Learning to Speak English

Speaking is an activity to deliver proposition to the listener through language. However, speaking will be difficult to do when the speaker does not acquire the language. It will become worse if the speaker very rarely tries to speak English.

An English speaking classroom is designed to give many inputs and opportunities to students related to speaking. The aim is to make students able to communicate orally through meaningful inputs and activities. Therefore, a social communication is built to achieve the goal. It is because in social communication, students can exchange their idea, opinion, and other meanings. The stronger students are able to help the weaker students. All students also have equal chance to participate and interact with each other in their own group.

Activities should be meaningful and collaborative, where students are encouraged to become responsible for their own learning as well as helping others to learn (Madrid in Luchini, 2004). Furthermore, collaborative group work or meaning-focused instruction will create more opportunities for students to use language for learning, to negotiate meaning, self-select when to participate and manage the topic of discussion, while teacher-directed or form-focused instruction will create more opportunities for students to reflect on the structure and organization of the language. Preferably, second language classrooms should create opportunities for students to participate in both meaning- and form-focused instruction, as both are supposed to contribute to second language acquisition (Johnson in Grundman, 2002). In addition, Coelho in Grundman (2002) argues cooperative small-group instruction provides students with opportunities to explore, clarify and internalize ideas among their peers. This kind of classroom conversation helps students to develop higher-level thinking skills through the analysis, evaluation, synthesis and application of new information.

Negative affective domains should be diminished in order to get students' positive affective domains. At this point, Duxbury and Tsai (2010) states that foreign language anxiety is a universal phenomenon that inhibits students' achievement in ESL and EFL classrooms. Cooperative learning has the ability to diminish the negative affective domains because students' self-esteem can be built through power of group. Johnson, et al. (1990) states that cooperative learning has been suggested as one possible means of reducing students' anxiety in classrooms (Duxbury and Tsai: 2010).

Since self-esteem could be built with cooperative learning, other affective domains could be affected too. According to Brown (2000:145-154) there are six affective domains which contribute to the success of learners' communication. They are self-esteem, inhibition, risk-taking, anxiety, empathy, extroversion.

In this case, Cooperative learning shows its contribution to the success of learning process, especially learning of speaking of English since research has shown that cooperative learning is able to increase students' talk, increase variation of conversation, create more relaxed atmosphere, generate greater motivation, provide more negotiation of meaning, and increase the amount of comprehensible input. (Liang, Mohan, & Early, 1998; Olsen & Kagan, 1992 in Jacobs and Hall in Richards & Renandya, 2000)

CHAPTER III

RESEARCH METHODOLOGY

A. Type of the Research

The type of this research was action research. It meant that the research was based on the problematic situation which would be solved in the upcoming actions in order to make better situation, in this case, that was more appropriate for the students to learn and the teacher to teach. According to Burns (2012:2), action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching context.

The problems were chosen based on their significances to the instructional process and its feasibility to solve. Based on the existing problems, the research would be conducted with some plans. The process of the research would be taken into account as an element of research finding. The final result of the research would be the final students' achievement which became the focus of the research.

B. Research Setting

SMA N 1 Muntilan is located in Ngadiretno, Tamanagung, Muntilan, Magelang, Jawa Tengah. The location of the school is close to Yogya - Magelang Street so that it is not difficult to be reached by public transportation. Many students go to school by motorcycle. Some other students go to school on foot.

Physically SMA N 1 Muntilan has 20 classrooms, five laboratories, a library, teacher office, headmaster office, guidance and counseling (BK)

office, medical (UKS) room, mosque, and canteen. There are four English teachers in the school.

The process of learning and teaching at SMA N 1 Muntilan has been running for so long. As an educational institution the school tries to improve the quality of the whole elements of the school.

C. Subjects of the Research

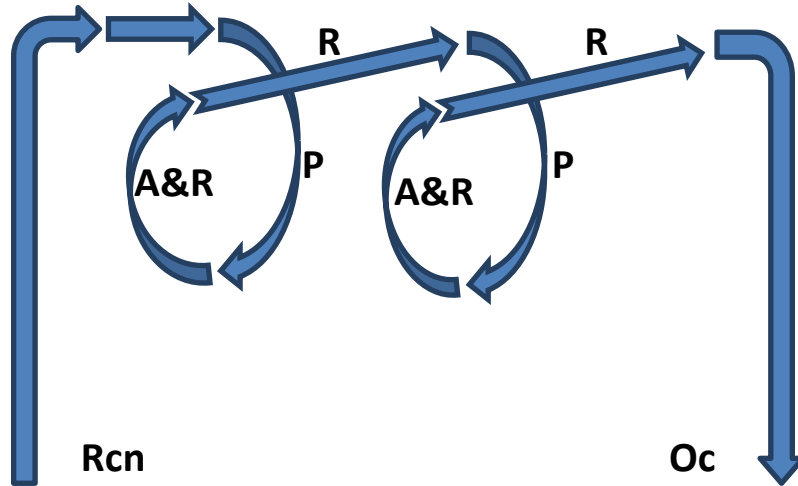
The research involved the headmaster, the English teacher, the peer-collaborator, the students of class XI IPS 4 in the academic year of 2012/2013, and I, as a researcher. However, the headmaster was not involved in the implementation of the actions.

D. Time of the Research

We conducted the action research in the first semester of the academic year of 2012/2013. The research would take place at SMA N 1 Muntilan, Magelang, Jawa Tengah, focusing on class XI IPS 4. Observation would begin in October 2012. The actions would be conducted from October 2012 to December 2012. In conducting the action, we followed the school calendar in which the English class was taught twice a week. It had 90 minutes for each meeting.

E. Procedure of the Research

The Diagram of Action Research Cycles According to Burns



Rcn = Determining the Thematic Concern

P = Planning

A&R = Action and Observation

R = Reflection

Oc = Outcome

1. Determining the Thematic Concern-Recoinnaisance

We did reconnaissance step to find out information concerning the speaking ability of the students. Based on the interview and observation in the field, we identified the existing problem. Then, we determined the thematic concern.

The problems were obtained from the information of the research members, i. e. the headmaster, the English teacher, and the students. Having been identified, those problems were grouped based on the possibilities to

be overcome. In grouping them, we considered the scale of priorities and the feasibility to solve the problems.

2. Planning

After we identified the problems, we made some planning to choose the actions that were feasible to be implemented. We cooperated with the other research members in planning some actions. We discussed the possibility and the scale of priorities of the implementation in the field. This research involved the English teacher, the students, the peer-collaborator and I.

a. Designing Lesson Plans

After designing the syllabus, we designed the lesson plans. They contained objectives, tasks, and some other aspects for a set of complete learning process in a classroom. The lesson plans were designed in order to make the action in every meeting more systematic, accurate, and also contextual. The lesson plans were designed in line with the implementation of cooperative learning to improve students' speaking skills. There were several lesson plans for the complete action research.

Moreover, in designing the lesson plans, we also determined the instruments to collect the data. The instruments mainly consisted of field notes, mobile phones, observation sheets, interview sheets, questionnaires, journals, classroom documents, and other instruments. The use of instruments depended on the type of the data will be gathered.

b. Conducting Various Activities

The research would be conducted in several meetings. The activities in every meeting would be based on the lesson plans. In addition, the activities would be in the form of group work, individual work, information-gap activities, discussions, role plays, and other activities. The main purpose of the activities was to improve students' speaking skills through cooperative learning. Thus, they should practise to speak English and apply cooperative learning to maintain the communication.

c. Using Media

When conducting the action, we would need supporting equipment to make students understand the task and material more contextually and easily. Therefore, there would be pictures, recordings, cards, and many other media to assist the instructional process. Pictures would be used to assist the learning process that includes visualization as the input. Recordings would be used to assist the learning process that includes sound as the input. Other media would be used to help the rundown of the action for some different purposes.

d. Using classroom English

Since the action research was about improving students' speaking skills in English through cooperative learning, the classroom language would be English itself. The purpose was to create real English-use environment in the classroom for the students. Thus, the students should learn and practice to use English as their main language in the class.

However, it would be allowed to use mother tongue to overcome very difficult proposition that they could neither express nor understand in English. Still their main language in classroom would be English.

3. Action and Observation

If the planning was agreed together, actions would be implemented in the class. During actions, observation was also conducted. Every cycle consisted of 6 meetings.

4. Reflection

Every time after each cycle of actions was completed, the reflection would be done. The purpose was to analyze and deepen our understanding on what really happened in the classroom; whether the evidences during the action in terms of teaching and learning process and outcome implied the level of success of the research. Those findings would be used as input or basis to make next planning and action.

F. Data Collection

The research data were in the form of qualitative and quantitative data. The qualitative data were in the form of field notes, videos, recordings, interview transcripts, and photos. The quantitative data were in the form of students' scores and questionnaires. The data were gathered both during the class hour and outside the class hour.

The field notes described the actions. They revealed the class situation, media, materials, students' responses, teacher's actions, and the technique alongside with the activities. The recordings contained audio data. They were

gathered by conducting interviews or conversations. In the interview session, we interviewed the students individually or in pairs. In conversation, we got the data by evaluating the conversation process among the students. The photos contained visual data. The recordings of interviews and conversations were converted into conversation and interview transcripts. The videos contained visual and audio data. They recorded the real situations of the class and the process of interviews.

We took notes to describe the situations of the class during the actions. We conducted interviews both during the class and outside hour the class hour. We recorded the real situations of the class and interview processes in the form of videos both whilst and outside the class hour. We got the data of conversations among students during the class process. We got the data of students' scores and questionnaires in both whilst the class and outside the class.

Thus, in order to gather the data, we used papers and mobile phones. The papers were used to gather the data in the written form. The mobile phones were used to gather the data in the visual and audio form.

G. Data Analysis

After conducting the research, we analyzed the data from the field notes of the observation, interview transcripts, questionnaires/surveys, and students' scores. The field notes, interview scripts, and questionnaires were analyzed according to qualitative data analysis. The students' scores were gathered from students' speaking performances. The scores appeared after the speaking performances were assessed with a speaking rubric. Then the scores

were accumulated and divided to get the means. The means were used as the quantitative data and they were compared to get some findings of the research study.

H. Data Validity and Reliability

According to Anderson et al. in Burns (1999: 161-162), there are five validity criteria that should be fulfilled to get the data validity in an action research. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

1. Democratic Validity

In order to build this validity, I allowed the ones who involved in the research to voice their opinion or view. I conducted discussions with the teacher and my collaborator about how the classroom would run according to the lesson plans. We discussed our job in the class. I invited the teacher's and collaborator's critics and suggestions to plan, implement, evaluate, and reflect the action. In addition, I accepted any comment from the students to deepen my understanding about what really happened and students' expectations were during the action. Furthermore, I used those participants' inputs to avoid bias when conducting the action and analyzing the data. After the actions are implemented, I asked for my collaborator's help to collect and analyze the data.

2. Outcome Validity

In order to validate the outcome, I evaluated periodically whether the objectives of the actions were suitable with the existing problems,

especially when designing syllabus and lesson plans. In addition, during the reflection, I evaluated whether outcome of the actions met the objectives of the actions. In order to do so, I used students' document to check their progression. Furthermore, I evaluated some facts that became proves of the progression of class situation by comparing the targets of class situation and the real class situation.

3. Process Validity

In order to build this validity, I conducted the action based on the syllabus and the lesson plans. However, I designed the syllabus and lesson plans with my supervisors, my collaborator, and the teacher. I used the syllabus and lesson plans as the guidance in conducting the action. By sticking on the syllabus and lesson plans, I could conduct the action more focus, accurate, contextual and systematic. However, during the action, I could modify the class action if there was something happened outside what have been arranged in the lesson plan. The modification was conducted in order to respond to the actual situation and to overcome the on-the-spot problem appeared which were different from the lesson plan. Although the modification was different from the lesson plans, I stuck on the objectives of the research. Besides keeping the rundown of the class relevant to the lesson plans and actual situation, I reported the process of class action in the form of field notes and observation sheets.

4. Catalytic Validity

In order to build this validity, I gave opportunities to the students for expressing their understanding about the change which had happened in their attitude and cognition. I checked the changes in their knowledge, feeling, attitude and learning techniques which implied improvement of their learning. My collaborator and I conducted interviews and distributed questionnaires or surveys. The expectation was there was an improvement in terms students' attitude in learning English, especially speaking. Moreover, we wished that the teacher could broaden his understanding about the real function of English, i.e. for communication so he could teach English as the means of communication.

5. Dialogic Validity

In order to build this validity, I had discussions with the colleagues, practitioners or experts who had understanding about speaking, cooperative learning, or action research. I asked for their criticisms, suggestions, or other ideas which were worthy for the sake of the process of English instruction and research themselves. I had the discussion during and after I conducted the research.

Besides analyzing the validities of the research, I used triangulation to build the reliabilities of the data analysis. The triangulations were time triangulation, researcher triangulation, and theory triangulation.

1. Time Triangulation

In order to build time triangulation, I analyzed whether the research result remained constant during different times of analysis. In doing so, I

compared the research processes and findings from the beginning of the research until the end of the research. I stated the research was reliable in terms of time if the research findings tended to be constant over the periods of time.

2. Researcher Triangulation

In order to build this triangulation, I took into account the reports from all members of researcher. I collected my collaborator's and teacher's observation sheets, and field-notes. In addition, I had discussion with them to obtain their comments, opinions, or views about the research process and feature. I counted that every of us had equal right to voice opinion or view. Thus, I could state that my research was reliable or objective and not subjective because it loaded more than one voice that became the evidences of the reliability of my research.

3. Theory Triangulation

In order to build this triangulation, I analyzed the research using the existing theories. In sequence, I overviewed the existing theories to meet the objectives of the research and compared with the research findings. To make the overview more specific, I rose questions based on the problems arise in the research. If my research findings were able to prove the reliability of the existing theories and the theories which supported the research, my research and the existing theories could support each other. Therefore, I could state that my research is reliable.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Reconnaissance

In order to deepen and overcome my knowledge about the existing problems, I conducted some procedures. Those were planning, action, observation, and reflection. In the planning phase, some steps were conducted to determine the problems. For the first step, I interviewed the English teacher about his difficulties in teaching and about his students' weaknesses in learning. The purpose was to get the most appropriate class to conduct the research. Afterwards, according to the discussion with the English teacher, I observed the situation in class XI S 4 twice. Lastly, I interviewed some students to obtain the data and I compared to the result of interviewing teacher.

1. Identification of the Field Problems

After I got the information about the existing problems in the class, I planned the actions that could be conducted to solve the problems. Based on the discussion with the English teacher and my collaborator, I planned to implement cooperative learning in the action stage in the teaching and learning process of speaking. When I implemented the action, the English teacher, my collaborator, and I observed the teaching learning process to note any change on the students' behaviours, results, and the teaching and learning atmosphere. The information became the data for the next stage; i.e. reflection. The actions were conducted in six meetings for each cycle. In addition, there

were totally two cycles. Getting proves and data from the actions, The teacher and I conducted reflection every after finishing each meeting and each cycle. We conducted reflection in order to discuss the findings of the action.

The problems which were obtained from the observation and the interviews in the teaching and learning process of English in the XI S 4 became the first findings of the research. I conducted interview session after the class was over. The interviewees were the English teacher and the students. However, I interviewed three students in each interview session instead of calling all students. The result of the observation and interviews presented some problems which could be viewed in the following table.

Table 1: Field Problems in the Teaching and Learning Process of English of XI S 4 at SMA N 1 Muntilan

No	Problems	Codes
1	The students had difficulty in understanding some words and sentences in English.	S
2	The teacher sometimes used very low voice. Sometimes his speech in front of the class was almost murmuring. In addition, he made many hesitations in speaking.	T
3	The teacher used his first language too often instead of English in the teaching and learning process.	Met
4	The students did not understand the teacher's explanation and instruction.	Met
5	The students did not think that the tasks were interesting.	Mat/Med
6	There was some miscommunication between the teacher and the students in the classroom, especially when the students were asked to do something.	Met
7	The teacher did not consider using more than one source teaching source/book instead of using a single teaching source in the form of LKS since it is better to have more than one source book of teaching.	Mat/Med

(Continued)

(Continued)

No	Problems	Codes
8	The students thought that the materials were not the ones they need.	Mat/Med
9	The students did not have sufficient vocabulary.	S
10	The students got bored in the class.	Met
11	A dictionary is important as a reference for finding the meanings of difficult word. However, there were few students who brought a dictionary.	S
12	The students made many unnecessary mistakes in grammar.	S
13	There were a few students who had low motivation in joining English lesson so they often came too late.	S
14	Since English lesson was a difficult subject for some students, they tended to dislike it.	S
15	Some students had low level of confidence in uttering their ideas in English and even in their first language.	S
16	Several students, especially boys, could not focus on English lesson in the teaching and learning process.	S
17	Some students slept in the back row of the classroom.	S
18	The students got few chances to speak English in a meaningful and communicative way in the classroom.	Met
19	The students did not understand the differences of the use of English in spoken form and written form.	S
20	The teacher did not encourage students to speak English actively and spontaneously.	Met
21	Many students did not know the way to start a conversation in English.	S
22	Rarely did the teacher move around to observe students' learning process.	Met
23	Rarely did the teacher give feedback in the form of criticism, suggestion, and praise to the students.	Met
24	The teacher was not really aware to the students who did not pay attention to the English lesson.	Met
25	Students' involvement in the real English dialogue was low.	S
26	There were too many writing tasks in learning of speaking English.	Met
27	When the class starts, it is better for the students to understand the learning objectives of the lesson. Unfortunately, the English teacher often forgot to tell them about the learning objectives.	Met
28	Some lay students often did not do their tasks by their own capability. They copied their friends' works.	S
29	The students had negative interdependence on other students.	S

(Continued)

(Continued)

No	Problems	Codes
30	Some students said no word if they had to response questions from the teacher in English or if they had to perform a dialogue without bringing any script.	S

S: Students T: Teacher Mat/Med: Materials/Media Met: Method

2. Determining the Research Problems

In fact, there were three main problems found during the teaching and learning process of speaking in XI S 4. Firstly, the teacher did not actively encourage students to speak English. The second problem was the English teacher was not able to give a lot of examples of meaningful communication in English.. There were few chances for students to speak English spontaneously. The result was the students became shy and they felt hesitant to speak English because they lacked practice. Finally, cooperation among students in finishing tasks took place. Unfortunately, it was not a good kind of cooperation since they often relied on the more diligent students or more capable students instead of participating in showing their best in doing the tasks..

Since it was more effective and efficient to focus the actions to the main problems, we chose several problems to solve which were listed in table 1. Table 2 shows us the problems which have been filtered to solve.

Table 2: The Field Problems to Solve

No	Problems	Codes
1	The students had difficulty in understanding some words and sentences in English.	S
2	The students had negative interdependence on other students.	S
3	The teacher used his first language too often instead of English in the teaching and learning process.	Met
4	Rarely did the teacher give feedback in the form of criticism, suggestion, and praise to the students.	Met
5	The students did not think that the tasks were interesting.	Mat/Med
6	There was some miscommunication between the teacher and the students in the classroom, especially when the students were asked to do something.	Met
7	The teacher did not consider using more than one source teaching source/book instead of using a single teaching source in the form of LKS since it is better to have more than one source book of teaching.	Mat/Med
8	The students thought that the materials were not the ones they need.	Mat/Med
9	Rarely did the teacher give feedback in the form of critics and suggestions to the students.	Met
10	The students did not have sufficient vocabulary.	S
11	The students got bored in the class.	Met
12	The teacher was not really aware to the students who did not pay attention to the English lesson.	Met
13	The students made many unnecessary mistakes in grammar.	S
14	Some students were afraid of joining English class.	S
15	Students' involvement in the real English dialogue was low.	S
16	Some students had low level of confidence in uttering their idea in English and even in their mother tongue.	S
17	Several students used their attention to other things outside the English lesson.	S
18	Some students slept in the back row of the classroom.	S
19	The teacher did not encourage students to speak English actively and spontaneously.	Met
20	There were few chances to practice speaking in appropriate way in the classroom.	Met
21	Students' motivation was low enough to learn speaking skill in English.	S
22	The students thought that the way of our speaking in English was similar to the way of writing in English.	S
23	Some students said no word if they had to express their idea in English without text.	S
24	Many students did not know the way to start a conversation in English.	S

(continued)

(continued)

No	Problems	Codes
23	Some students said no word if they had to express their idea in English without text.	S
24	Many students did not know the way to start a conversation in English.	S

S: Students T: Teacher Mat/Med: Materials/Media Met: Method

After we decided the problems to solve, we decided the main problems which we emphasize most. In order to overcome the problems, we had a discussion which could become a place for the members of research to deliver their first opinion, feeling, and suggestion dealing with the main problems. Moreover, Moreover, by discussing the problems found and the ways to solve, we could build democratic validity in the research study. The discussion concluded that the students needed a learning technique which could help them in increasing their enthusiasm, confidence, and speaking skill in learning process. The following table presents the problems to solve based on the urgency and feasibility level.

Table 3: The Field Problems to Solve Based on the Level of Urgency and Feasibility

No	Problems	Codes
1	Many students did not know the way to start a conversation in English.	S
2	The students had negative interdependence on other students.	S
3	Some students said no word if they had to express their idea in English without text.	S
4	Rarely did the teacher praise the students who achieved good result of learning.	Met
5	The students thought that the way of our speaking in English was similar to the way of writing in English.	S

(continued)

(continued)

No	Problems	Codes
6	Students' motivation was low enough to learn speaking skill in English.	S
7	The materials were only from LKS.	Mat/Med
8	The teacher did not encourage the students to speak in English actively and spontaneously.	Met
9	There were few chances to practice speaking in appropriate way in the classroom.	Met
10	Rarely did the teacher give feedback in the form of critics and suggestions to the students.	Met
11	Some students had low level of confidence in uttering their idea in English and even in their mother tongue.	S
12	Students' involvement in the real English dialogue was low.	S
13	The students got bored in the class.	Met
14	The students made many unnecessary mistakes in grammar.	S

S: Students T: Teacher Mat/Med: Materials/Media Met: Method

Based on the level of urgency and feasibility, we decided to focus on overcoming the problems related to speaking skill. And since doing cooperation was a part of students' habit in finishing the tasks and it could be directed to the correct way, we decided to solve the students' speaking skill problems using cooperative learning.

B. The Implementation of the Action

1. The Implementation of Cycle 1

a. Planning

By considering the problem identified, the teacher and I planned some actions as efforts to solve the problems. The efforts focused on implementing Cooperative Learning to improve students' speaking skills in XI S 4. These were described as follows:

1) Using Classroom English during the Teaching and Learning Process

The teacher and I planned to use classroom English during the teaching and learning process in order to make the students more familiar with spoken English words and they could increase their opportunities to practice their speaking skill as well as to practice their listening skill in the class through the interaction since the students and I communicated in English. I used classroom English in several functions. They were to greet the students in the beginning of the lesson, to elicit materials that would be learnt, to explain the materials, to give the instruction of the tasks or activities, to review the lesson, also to end the lesson, and other functions. The students would use classroom English mainly for asking permission, interrupting, having discussions, and some other activities.

2) Applying Cooperative Learning

The numbered-heads-together structure and fan-and-pick structure would be used to make students active in the teaching and learning process. These structures involved the students to work in groups structurally and systematically. Moreover, the structures were planned to stimulate students' involvement and positive cooperation in learning language. Therefore, they would increase students' motivation in the learning of speaking. As a result, through the implementation of the structures, the students would

maintain positive interdependence, individual accountability, equal participation, and simultaneous interaction in the learning process. Besides, the structures could also maintain interpersonal relationship among the students during the teaching and learning process, especially the high level students and the low level students. Finally it could make the interaction better between the teacher and students or students and other students. If the students were motivated and active, the interaction in the classroom would be alive.

3) Using Media during the Teaching and Learning Process

I would use pictures and recording as the media in the teaching of speaking. The pictures were used to attract students' attention and to create more relevant context. In addition, the students would not get bored and they would pay attention to the lesson. The recording would make natural ambience for students' ears in learning English. Moreover, the use of pictures and recording in the teaching and learning process would help the students to understand the materials. Besides, it would reduce unnecessary students' talk when the English teaching and learning process was going on.

4) Giving feedback to the Students for Their Pronunciation, Spontaneity and Fluency

I would give my feedback to students about their spontaneity, their pronunciation, and their fluency in speaking English. In

giving feedback of those aspects of speaking to students, I would wait my students finishing their talk. And if they made mistake, I would show them their mistake and tell them the right thing and how to make it right. In addition, I would ask them to provide more complete dictionaries which contained phonetic symbols by themselves so that they could study independently. If they did not have, I would ask them to copy the right thing from my way of speaking, their friends' way of speaking and the native speakers' speaking.

b. Actions and Observation in Cycle 1

There were six meetings in Cycle 1. They were conducted on October 22nd, 23rd, 29th, 30th October, and 5th, and 6th November 2012. The implementation of the planning emphasized on improving students' speaking skills through cooperative learning. Thus, in the teaching and learning process of speaking, students cooperated with other students and even with me as the teacher to do the tasks. The one who became the teacher in the class was me. My collaborator and the original English teacher observed the teaching and learning process. However, I also reviewed and noted my teaching after the class was over. The data of Cycle 1 were obtained from the observation and interview conducted by the members of the research study. The actions were recorded in the form of videos, vignettes, and observation sheetss. The result of implementation in Cycle 1 could be described in the following explanation:

1) Using Classroom English during the Teaching and Learning Process

The use of classroom English was applied in every session. The purpose of using classroom English was to make the students get used to English in meaningful communication. However, although I used English so much, not all students understood my questions or responded my questions in English. There were a few students who kept silent or answered in Indonesian after I asked them questions. When I asked their condition with, “How are you, guys?”, they could respond. However, when I asked their condition with “How’s life?”, they got confused. It seemed that they never heard that expression. Thus, I explained them about how or why we used “How’s life?”. After my explanation, they understood the way to respond my answer if I used “how’s life?” to ask their condition. In addition, I used classroom English too in explaining something to the students. However, I did switch code to Indonesian language if the students did not get the point of my speaking when I spoke in English.

In checking the students’ attendance, I said, “Is there somebody absent today?”, “do all students come to the class today?”, or “who don’t come to the class today?”. If they answer “yes”, I continued asking them. I said, “Why is he/she absent?” or “What happens with him/her?”. It meant that I needed the students to give further information about the missing student(s). in this

case, some students were able to give short explanation in English. But, some other persisted to use Indonesian to avoid mistakes in speaking English or because of lack of confidence to speak English.

In the class, I taught the students to use English as the means of their communication. Therefore, in the first sessions, I taught them how to ask for permission to enter classroom in case of coming late, how to ask for permission to get outside classroom because there was something to do, how to call me, how to interrupt in discussion, how to raise a questions, and other expressions of asking for permission. I asked them to get used to those language functions. In practice, many students could apply classroom English in strategic functions but some other needed more encouragement and examples to speak English in those functions.

In the rundown of the lesson, I used “Do you understand?”, “Do you get the point?”, “Do you know what to do?”, “Is there anyone who wants to ask?”, and other expressions of asking for clarification to check their understanding. Therefore, along with clarifying students’ understanding, I always invited the students to ask if they did not catch the points of my explanation about something. The other way to make my speech more understandable for the students who had limited vocabulary is that I always showed appropriate gesture or mimic to accompany my speaking.

My purpose of using gesture or mimic was to reduce the use of first language for explaining something. Hence, because gesture and mimic was very important in communication, I commanded the students to show their gesture when they spoke with others. In fact, gesture not only made the communication among them easier but also made them more relaxed.

Moreover, in order to make the students more enthusiastic in speaking English and doing the tasks, I never forgot to give them compliment. To make a positive ambience of learning, I also trained the students to give their friends compliment for good results and encourage their friends to show better effort or give them appropriate examples if their friends did not achieve the expected results in doing the task.

From the observation and assessment, the use of cycle 1 of classroom English was effective to encourage students to speak English for strategic functions in simple way. As a result, it created the atmosphere of active communication in English. The reason was the students could talk with each other more intensively in appropriate context. In common, they could increase their speaking ability gradually. However, it was important to note that there were many occasions in which students had to do switch code to deliver their idea since they could not deliver idea in an understandable way if they spoke in English.

2) Applying Cooperative Learning

In order to improve students' speaking skills, I used some cooperative learning structures in order to improve students. There were several cooperative learning structures which were applied in the actions.

a) Applying Numbered-Heads-Together Structure

Numbered-heads-together structure was the first structure I used to improve students' speaking skills in cycle 1. With conducting numbered-heads-together structure, the students were trained to cooperate with other students for the first time. They were trained to accept their position and their duty in the group based on the rule of conduct in Numbered-Heads-Together. Another advantage of using Numbered-Heads-Together was that the job in the group could be distributed equally to all members of the groups. Thus, the communications among the members of the groups could take place in systematic manner because all members had their own obligation in the group and had to communicate the result of their work. In addition, it made all members in the group could be on task. There was member who became dependent on other member. Finally it created positive interdependence among members of groups. Kagan (2009: 111) states that numbered-heads-together is one of some strategies that describe the relationship of the teacher, the students, and the content.

The first step which I took to conduct numbered-heads-together structure was I asked the students to make groups of 4. After that, every member in the groups was labelled with number from 1 to 4. They were questioned or they got specific task according to the number attached to them. Finally, they had to share their work in group discussion or in class discussion.

In fact, the problem arose when the students conducted numbered-heads-together structure was that students easily forgot their number in the day after. As a result, they had to redraw the numbers. In addition, although all members in the groups were on task, they got some problems in having discussion in English. They used their mother tongue too much in group communication because they had difficulty in delivering their idea in English.

b) Applying Fan-and-Pick Structure

Fan-and-pick was the second structure applied in cycle 1. Conducting fan-and-pick structure, the students became more intensive in speaking English. They made very short dialogues several time for every member of the groups. Moreover, there were not allowed to use their mother tongue in having dialogues when conducting fan-and-pick structure to improve their speaking skill.

In addition, a set of cards containing pictures and keywords were provided to help them maintain their dialogue.

Besides that, the content of the dialogues became more contextual for the students. As a result, the students could increase their vocabulary and they could get the atmosphere of real dialogue.

For the starting point, I explained them the procedure of conducting Fan-and-Pick. To make the procedure more obvious for the students, I invited some of the students to go to in front of the class and made short dialogues with me. We use fan-and-pick structure as mentioned to make the dialogues so that the rest of the class could understand the way to make very short dialogues using fan-and-pick structure. Although I had explained procedure and given the students an example of conducting Fan-and-Pick to practice speaking English, I provided them time to ask before they started to practice speaking in their groups.

In practice, since there were several elements in conducting Fan-and-Pick to practice speaking English, there were some students who got difficulty in doing the task. I found that finding when I observed my students when they worked with their group members. Therefore, in order to overcome the problem arouse whilst the teaching and learning process, I involved in the groups which faced the similar problem. I became an additional member for the groups. In that situation, I supervised and guided them directly when they made very short

dialogues using fan-and-pick structure and they used the cards and the picture in the screen in front of the class as the tool kit to make the dialogues more contextual. I also assessed and gave them feedback for their mistakes and errors. My decision to involve in their group could solve the problem so that finally there was no student who did not understand in doing the task using fan-and-pick structure.

When conducting fan-and-pick structure to train their speaking skill, the students were pushed to show their best in terms of the spontaneity and the fluency. In this case, although pronunciation and grammar are important elements in learning to speak English, they were not the main point to emphasize in cycle 1 since making students have more opportunity and confidence so that they became better in terms of spontaneity and fluency. As the consequence, the students could perform their best in terms of showing their confidence and using their opportunity and could show better result on involvement, spontaneity and fluency.

c) Applying Circle-the-Sage Structure

Circle-the-sage structure was the third structure used in cycle 1. The students were demanded to be more active and creative in order to do the task with conducting circle-the-sage structure. They were asked to deliver questions as much as possible. The questions were used to make guesses and to find

specific information. They were trained to make yes/no questions and W/H-questions.

In the first time they conducted circle-the-sage structure to improve their speaking skills, they got difficulty since the procedure was more complex than when they conducted numbered-heads-together structure and even fan-and-pick structure. It was because there were three main phases in conducting circle-the-sage structure.

The first phase was the students had to decide the persons who became the sages, i.e. the ones that gave the clues, and the persons who became the guessers, i.e. the ones that guessed the answers based on the clues given. The second phase was the sage proposed some clues to the guessers and the guessers had to guess the answers based on the clues. In this phase, they delivered yes/no questions a lot. After there was a guesser who gave correct answer, the students entered the third phase. In the third phase, the guessers asked some questions to the sages related to the answer they had delivered. The sages had to answer based on their experiences.

By conducting this structure, the students could improve their curiosity and creativity in order to get the correct answer. Besides that, they could improve their interpersonal skill since they had to ask something related to somebody's experience and feeling. And since each of them who became guessers had to

guess the answers in turn based on the clues, they pushed their self to be active in questioning. They sometimes faced difficulty in choosing the words to initialize the questions. They often used wrong words to initialize questions. The mistakes and errors which happened were because the students lacked of grammar comprehension or they got blank since they were in hurry in proposing questions. The terms which were provided were aimed to make the process of giving clues and making questions easier. Besides that, they were able to improve their vocabulary.

3) Using Media in the Teaching and Learning process

Media was used to assist the process of teaching and learning process of speaking in Cycle 1. It consisted of numbering cards, vocabulary cards, picture cards, big pictures, recording of native speaker, and hand-outs. However, not all tasks used similar media. The use of media depended on the activity of the task.

Numbering cards were used to help attaching numbers to the members of groups in the activities which applied numbered-heads-together structure in the process of teaching and learning. In addition, vocabulary cards contained keywords and vocabulary to help students in speaking English, especially when they got difficulty when they had to express some idea in English. When they did not know what words should be used to express their idea in English, vocabulary cards helped them. Furthermore, picture

cards were used to make the students understand the context of keywords or vocabulary in the vocabulary cards. In fact, because vocabulary cards and picture cards were very useful if they were not separated, I always attached vocabulary cards to picture cards. It made students get easier to understand the whole content of the idea. Then, big pictures were actually pictures in the picture cards in bigger size. Big pictures were shown in the screen in front of the class so that whole class could see them. Big pictures were used to help the students who got difficulty to understand the meaning of pictures in the picture cards since the pictures in the cards were on the small size and in black-white colour. Moreover, recordings contained dialogues and monologues of native speakers. This was aimed to train students' hearing to real sound of English-speaking people which lead to the atmosphere of English in reality. After the students heard to the recording, they did some tasks related to them or drilled their ability in speaking to follow the manner of native speakers' speech in the recording. Hence, they understood the difference of their voice and the native speakers' voice and tried to correct their way of speaking to be as close as possible to the native speakers' way of speaking. Lastly, hand-outs were used to guide the rundown of teaching and learning process so that it became structurally and systematically.

In fact, the use of media was very useful in helping students to learn English speaking. The students became on task and

passionate in doing the task. In addition, it improved students' involvement in having English dialogues. Finally it could avoid students' boredom that they usually got in the previous teaching and learning process.

4) Giving Feedback to the Students for Their Pronunciation, Spontaneity and Fluency

In cycle 1, I gave feedback to the students for their mistakes and difficulties. For the one who achieved good result, I gave them praise. I also trained the students to evaluate each other during the learning process. They were pushed to give feedback and praised to their friends. The feedback showed the mistakes and why they made the mistakes. The aim of this practice was to make students understand their weakness and fix it so that they could achieve something better. Moreover, train them to give feedback and praise to each other in their groups could build their independent learning in terms of identifying, analyzing and finally synthesizing some features of language.

The focus of my feedback in cycle 1 was on the students' spontaneity, fluency, and pronunciation. In practice, although the students made many mistakes and errors in pronunciation and intonation, the feedback could help the students to correct m which leaded them to improving their confidence in speaking English. It created positive attitude for the students which was very useful for the next actions.

c. Reflection in Cycle 1

In the end of Cycle 1, the English teacher, the collaborator, and I did reflection for the whole process of teaching and learning of speaking English of cycle 1. The aim of conducting reflection was to look for the progress of the action. It included the problems found before and during the actions, the way to overcome the problems, and the change of students' affective, cognitive, and psychomotor aspects. In conducting the reflection, we shared our ideas freely in some discussions. Every member of the research study was welcome to express their opinion, feeling, and thought. This step fulfilled democratic and dialogic validity in the action research.

1) Using classroom English during the teaching and learning process

The use of classroom English took place in the whole teaching and learning process in every session. It included the beginning of every meeting, the rundown of the lessons, the end of every meeting. The students were able to respond to the use of classroom English. Unfortunately, they were not able to keep talking in English for all functions.

In common, the use of classroom English could improve students' listening skill since they got used to it. Their hearing was trained to accept as many English words and English expressions as possible. They understood most of the teacher's talk in the teaching and learning process.

They problem was they often mixed English with their first language to express their idea because they lacked of English vocabulary or diction to express whole of their idea in English or they were not so confident to speak English. They were sometimes afraid of making mistakes. After all, the use of simple English expressions for some strategic functions was able to improve students' speaking skills in terms of spontaneity and fluency.

Unfortunately, since they were lack of source and training, they often made mistakes and errors in pronunciation. Appropriate dictionaries were able to assist them to fix the mistakes of pronunciation. In addition, they often tried to imitate teacher's pronunciation to fix their pronunciation. The recording which was spoken by native speakers helped students to fix the intonation of their speaking.

Since the students got used to speak English for some strategic functions, their confidence began to improve. They could eliminate their anxiety gradually.. Moreover, because they could not feel that learning speaking made them bored, their motivation to do the tasks and to speak in English was increased.

2) Applying Cooperative Learning

Applying cooperative learning in the actions was able to bound students to do the tasks as a team. They could activate their selves to be more enthusiastic and communicative. Moreover, they learnt to help each other in order to be better in speaking English.

a) Applying Numbered-Heads-Together Structure

The use of numbered-heads-together structure could increase students' spirit as a team. They were able to share the job in the team so that all members in the team were on task. In some tasks, the process of learning of speaking happened along with the process of learning of listening.

Most tasks which used numbered-heads-together structure were listening tasks. Numbered-heads-together structure helped students to focus on their own job. In addition, they could cooperate with each other to finish some tasks in a short time. Using numbered-heads-together structure in doing some tasks could improve their involvement and also their communication, especially in discussion session.

Numbered-heads-together structure succeeded in making student on task. In other words, there was no student who put whole job of the tasks to some members of groups. The intensive interaction among members of groups happened when they did discussion in order to share and evaluate each member's work. It made the group members dynamic and active. Building positive interdependence through applying numbered-heads-together structure was useful to make students run group process responsibly.

b) Applying Fan-and-Pick Structure

Doing the task with *fan-and-pick* as the structure of activities, the students could manage the interaction which took place in the group. They could retain the interaction as equal as possible in the groups. Besides that, the interaction happened simultaneously. It made the group become dynamic.

The problems became less meaningful since this structure could activate students' communication in English comprehensively. This structure could encourage students to actively express their mind. In addition, I could push their chance for doing switch code.

Another positive change after conducting this structure in tasks was about students' confidence which become better. They could reduce their level of anxiety. Moreover, students' spontaneity and fluency could be improved gradually.

I struggled to control their pronunciation and intonation in the right way, especially when applying this structure in practicing of speaking English. It was because their fluency did not become understandable if their pronunciation was not correct. Furthermore, if they had wrong intonation in expressing something could lead to different meaning which the listener caught up. Finally the communication became ineffective.

The effort could improve slightly better in terms of pronunciation and intonation that students showed during the

teaching and learning process of speaking. Nonetheless, I appreciated students' effort because they showed that they wanted to be better in speaking English.

c) Applying Circle-the-Sage structure

The students became more active and creative in the task. The speaking practice which contained grammar practice was able to make them learn about grammar. They were curious of giving the correct guess. It raised their enthusiasm and involvement in having dialogue.

Although many students were able to convey meaning, they failed in making correct structure of yes/no questions. It seemed that they did not acquire grammar so well. They were confused in selecting initial words to start questions and used wrong words to initialize questions.

After all, with their limitation, they could make understandable dialogues and the media provided helped them achieving the success. Also, they start to get used to apply mimics and gestures. It meant that they understood that in order to make the communication more interactive and to reduce their nervous, they had to apply mimics and gestures.

However, their problems related grammar were not easily reduced since many of them needed many examples and explanation about it a lot. Unfortunately, I had very limited time in my research study to explain the grammar itself.

3) Using Media in the teaching and learning process

Giving media to the students was useful in teaching and learning process of speaking English. It made them easier in learning of speaking English. Besides that, the media created the process of teaching and learning of speaking English more contextual to the students' feeling and imagination. It built the atmosphere of English in the classroom.

Pictures were useful for the students to understand the context of their communication. In addition, pictures were helpful to make the students get rid of boredom. Unfortunately, because some pictures were small enough to see and because they were in black-white colour, the students got difficulty to understand the meaning of the pictures. Thus, the big pictures in the screen were helpful to understand the small pictures since actually the content between small pictures and pictures was similar.

Recording gave students advantage in training of listening native speakers' talk. Furthermore, it made the students was got used to English native speakers. As the consequence, the students were able to recognize which word or utterance was correct to express and which on was not. The recording was helpful in guiding them to have the closest way to speak in English.

List of vocabulary and dictionary became students' guidance in some tasks. They were provided to assist students in expressing their idea with correct words and correct pronunciation. In fact,

they were useful to improve students' vocabulary and pronunciation.

Hand-outs were helpful to lead the whole process of teaching and learning of speaking English. They made the student know what the whole structure of the lesson was and also know what task after another task was. However, there were some modifications outside the structure in the hand-outs during the lesson to meet students' sudden needs and to overcome unexpected problems.

4) Giving feedback to the Students for Their Pronunciation, Spontaneity and Fluency

Giving feedback and praise to the students resulted on the change of students' attitude during and after teaching and learning process of speaking. Based on the observation, students became more opened to other students and to the teacher to accept critics and suggestion. My decision to get involved in one group to another group in order to guide and supervise the groups resulted on students' better understanding about the task, the problems, the way to solve the problems and the later significance of their learning using cooperative learning.

The feedback and suggestion to students when they made mistakes improved their ability to recognize their mistakes and errors so that they could correct them by themselves. The praise which was delivered to the one who achieve good performance in English speaking created good atmosphere in the classroom. The

prohibition of laughing at someone's weakness was effective to reduce students' shy, especially when they had to perform dialogues in front of the class.

Finally, feedback and praise was able to increase students' confidence and motivation and lessen students' anxiety and stress of learning of speaking English. It made the process of teaching and learning of speaking English more relaxed but stayed in focus.

2. The Implementation of Cycle 2

a. Planning

After conducting reflection of Cycle 1, the collaborator and I planned the next actions in the Cycle 2 based on discussion of the reflection of Cycle 1. The plan of the Cycle 2 focused on overcoming the similar basic problems using cooperative learning. The aim of applying the same technique to overcome the problems was to maintain the students' speaking skills to be better than in Cycle 1. The description of the plan is as follows.

1) Using Classroom English during the Teaching and Learning Process

The use of classroom English in Cycle 2 was similar to the one in Cycle 1. I used the classroom English in opening the class, greeting the students, reviewing materials, explaining materials, giving examples, explaining procedures of doing tasks, clarifying students' understanding, making agreement with the students, discussing students' works, giving feedback, closing the class, and

other uses of classroom English. Even though the students showed enhancement in terms of their knowledge, language, the way to associate new words with their schemata, I planned to use Indonesian language less than in the first cycle to give more detail information or explanation which was complicated for students to understand if I spoke English.

Besides commanding them to speak English much more often than in the first cycle, I asked them to use mimics and gestures in order to produce more interactive and understandable speech.. The reason was in the first cycle, there were many students who did not use mimics and gestures to accompany their speaking so that the students' interaction became less interactive. The idea was using gesture in communication would help the students escape from their inhibition and negative anxiety.

2) Applying Cooperative Learning

The actions in Cycle 2 would apply the numbered-heads-together structure, fan-and-pick structure, teams-stand-and-share, and team-pair-solo to make students more active in the teaching and learning process. Furthermore, the way to form the groups in the second cycle would be different from the one in the first cycle. In the cycle 1, the students chose their group mates randomly and based on their closeness or liking. However, in Cycle 2, I chose by myself every leader of the groups. Then the leaders would decide the members of the groups. In this occasion the leaders would

choose their group mates based on the level of ability in English. This way would create the situation where the stronger students helped the weaker students. It would create more positive result than the way to form groups in the first cycle. The weaker students were expected to learn from the stronger students and the stronger students were expected to share their skill in English with the weaker students. The atmosphere in the groups would be more interactive and the students could support each other in finishing tasks.

3) Using Media in the Teaching and learning Process

The use of pictures and recording as the media in the teaching and learning process of speaking would be retained since it really assisted the teaching and learning process. It helped the teacher to deliver the idea of tasks to the students and helped the students to do the tasks. Besides that, it kept students' intention in the right path during the teaching and learning process. The recording would help students to be more familiar with real native English sound. The cards not only would keep the students on task and but also maintain the existence of equal participation among group members. Hence, media was very important to use in order to maintain the teaching and learning process of speaking in the classroom.

4) Giving Feedback to the Students for Their Speaking Accuracy in Terms of Pronunciation, Intonation and Structure

According to the reflection from Cycle 1, there were some problems related to students' speaking performance. Most of students' speaking accuracy was still poor. Since the students' accuracy in terms of their pronunciation, intonation and structure needed to be improved, the teacher and I planned to focus to solve the problem. We would improve students' accuracy in terms of their pronunciation, intonation, and structure of utterances by giving feedback about it more intensive. Furthermore, I would ask them to evaluate each other related to their speaking performance when they conducted group work to finish their tasks.

It was because after they became confident and more fluent in speaking English, they had to improve their pronunciation and intonation to make their speaking become more native-like. Besides that, if they were able to improve the structure of their speaking, they would be able to speak English more systematically in terms of grammar and cohesion. Thus, giving feedback related to pronunciation, intonation, and structure of their speaking would be useful to improve students' speaking skills.

Finally, giving feedback among the students would maintain student-teacher and student-student interaction since they would actively deliver their feeling and opinion. As a result, it improved students' involvement in the group discussion.

5) Giving Rewards to the Students for Their Improvement of Speaking Performance

The teacher and I recognized some findings which implicated there were less enthusiasm from the students when they had to do some activities with similar technique. Hence, I would give rewards to the students in order to improve their motivation. The rewards would be given to the group which became the most active group in group processing and to the group which shown the best performance. Besides that, the students which gave the best performance would receive the reward too.

The rewards would be given in the form of credit points and physical things. The credit points were planned to be given to the groups or students which fulfill the criteria of activeness and performance. The main purpose was to respect their achievement. The physical things were planned to be given to all groups or students who participated in all activities and showed the effort to achieve their targets. This was aimed to appreciate their effort and encourage them to be better in the next occasions.

b. Actions and Observations of Cycle 2

There were six meetings in the Cycle 2. The focus of the actions in Cycle 1 was similar with the focus of the actions in the Cycle 1. It was to improve students' speaking skills through cooperative learning. Besides that, I kept applying classroom English to strengthen English atmosphere which was used in Cycle 1. The use of media was retained

to help students to finish their works. Furthermore, I asked the students to learn to give feedback to their friends' speaking accuracy. Finally, rewards were given to encourage students to learn speaking English more intensively.

1) Using the Classroom English during the Teaching and Learning Process

The use of classroom English in Cycle 2 was able to improve students' speaking skills to speak. It was able to give more exposure of the language use to students. I used the classroom English in opening the class, greeting the students, reviewing materials, explaining materials, giving examples, explaining procedures of doing tasks, clarifying students' understanding, making agreement with the students, discussing students' works, closing the class, giving feedback, closing the class, and other uses of classroom English. I used Indonesian language less than in the first cycle. It seemed that the students were able to understand my instruction better than in the first cycle. The implication was that some students could speak English spontaneously for simple language functions.

Students started to use gestures and mimics more intensively than in the first cycle. They could make their communication interactive and alive. However, not all students were brave enough to show clear gestures because some of the students did not get used to showing gestures in communication. The students who

were timid enough used mimics more often than gestures to accompany their speaking. However, some of the students were very confident to use gestures in their conversations as if they were in a real situation. Even few students performed unique ways in showing their gestures.

2) Applying Cooperative Learning

Starting Cycle 2, I applied cooperative learning again to improve students' speaking skills. The cooperative learning technique included the cooperation between the students with the teacher and among the students themselves. In order to make the application of cooperative learning became more manageable, the students and I restructured our teaching and learning system.

First of all, I explained a brief result of implementation of cooperative learning technique of first cycle related to students' speaking performance and their attitude during learning speaking English. I reviewed the whole process at glance. Then I made an agreement with the students dealing with some learning targets to achieve.

The targets themselves related to students' attitude, cognition, speaking skill, use of English in classroom, grouping, and the directions of communication. We made an agreement to make the purpose and the process of teaching obvious for the students. The students and I could achieve some important points dealing with the agreement. In fact the agreement itself was not planned very

specifically in the planning session but it was useful to manage the whole process of teaching and learning process of speaking English in the second cycle.

After making the agreement, the students and I executed an important step in cooperative learning dealing with grouping. In order to build ideal groups in terms of composition and interaction, the groups were formed based on students' English ability. The students were divided into leader group and member group. Then the students from leader group were prompted to make their own groups. After that, they were commanded to select their group mates. They had to select their group members based on the level of English skill. It meant the weaker students got more priority than the stronger. Each of them was asked to choose three members. They started choosing the members of their new groups from the weaker students to the stronger students. Finally, there were eight groups created. Each groups consisted of four members.

After all students got their groups, the main course was started. In the second cycle, the students and I conducted four cooperative learning in order to improve their speaking skill. They were numbered-heads-together structure, fan-and-pick structure, teams-stand-and-share structure, and team-pair-solo. The process of conducting those structures is as follows.

a) Applying Numbered-Heads-Together structure

The application of numbered-heads-together structure in the second cycle was not so different from the application of numbered-heads-together structure in the first cycle. This structure was the first structure applied in the second cycle. Since the students faced new group members, they needed time to adapt with the new groups.

Since numbered-heads-together structure needed existence of numbering order in the groups, the students were commanded to draw the cards which contained numbers. However, since the group leaders had been determined before the process of forming new groups, each of group leaders was assigned to number 1. The rest of the members in the groups made a draw for number 2 to number 4.

To avoid the condition in which the students forgot their numbers, which often happened in the first cycle, I asked them to write down their names and their group numbers in the back of the numbering cards. Thus, it made them remember their numbers in the groups and their group numbers from one meeting to the next meeting. In the end of each meeting, the cards were submitted to me again to avoid losing them since they were used for the following meetings.

After they had finished assigning numbers, the main course was started. There some tasks which needed students to

use numbered-heads-together structure in order to finish them. Most of the tasks related to listening activity. The tasks pushed the students to work as a team in order to finish them.

Since the students had tasks which needed them to be solid teams, they worked to finish the tasks with cooperation. They started to do the tasks by sharing the questions in the tasks to the members of groups. They shared the questions as equal as possible. There was a rule of conduct to guide them in sharing the questions. This process made all members had questions with them to answer. I helped the groups which got difficulty in sharing the questions in the tasks.

Then after all members of the groups had their questions in hand, they answered them based on the recording played. The recordings were played twice or three times. It depended on the level of difficulty of the recordings and the questions. In this cycle, the recordings were played in faster rate than in the first cycle. Their ability to listen recording was improved since they thought it was okay if the recordings were played faster than before. Also, the students' got fewer difficulties in understanding recordings in this cycle than their difficulties in the first cycle. They found fewer difficult words in this cycle.

Since every member of the groups had their own job to answer the question, they did the tasks in three phases. Firstly, they worked individually to answer the questions. The recording

was played and the students answered the questions. In the second phase, the discussion happened in the group processing. The members of each group discussed their worked and corrected the wrong. In this phase, the recordings were played once to assist the group processing. Finishing the group processing, the students came in the third phase, i.e. class discussion. In this phase, there was a discussion among the groups. They discussed the answers of the tasks. I guided the process of class discussion. The students were invited to answer the questions. The students who were called were all members of the groups. However, they were called based on the numbers assigned to them. The students who were called had to stand up and answer the questions. Finally, all students had their turn to answer the questions.

After all, the students' learning process became more manageable since the students could finish the tasks with *numbered-heads-together* as the structure of activities. Furthermore, their learning process became more focused and effective since the activities with *numbered-heads-together* as the structure kept students on task.

b) Applying Fan-and-Pick structure

The new structures of the groups made managing groups easier to do since there was a stronger student as a leader in each group. The group leaders had the biggest responsibility in

managing the teams in learning process. Besides that, they had to guide and help their group mates in speaking practice. Thus, their attention to the group progress was very necessary in order to change the groups' attitude to the positive direction and improve the groups' achievement.

However, the way to conduct *fan-and-pick* as the structure of activities in this cycle was almost similar to the one in the first cycle. First of all, each group received a set of cards. Then they had to make short dialogues based on the information in the cards. They had to pair up the cards which had relationship from one to another. In addition, based on the pairs of card, they had to make dialogue which contained information in the cards which were paired up.

The cards containing pictures and terms were aimed mainly to help students in making spontaneous utterance. Besides that, the pictures made students more interested to the activities.

In applying *fan-and-pick*, the students practiced to use expressions of showing problems and giving suggestions. They were asked to match the existing knowledge of grammar that they had with new language form so that they could improve their language ability and they became more creative and spontaneous. Besides that, the problems, in this case grammar mistakes and errors could be fixed.

c) Applying Teams-Stand-and-Share Structure

I implemented teams-stand-and-share structure as the third structure in the second cycle to improve students' speaking skills. This structure pushed the students to work as teams more intensively. Thus, they had to cooperate and help each other in order to complete the task. Also, this structure challenged students' preparation and spontaneously. Besides that, the students became more interested to the activity since they looked joyful when they did the task using this structure. The students were not confused with the procedure of conducting this structure to do task since the procedure was not complicated.

What they did in the task was only to make utterance or sentence based on the pictures shown on the screen. They stood up as the sign to start the activity. However, every group was not allowed to make any complete utterance, otherwise they did cheating. Every group was only permitted to deliver parts of utterance or sentence and other groups had to complete the utterances or sentences. The whole content of the utterance was about the picture(s). For phase 1 to 3, any group which could deliver contextual parts of expression was asked to sit down and vice versa. But for phase 4 to 7, the groups which were allowed to sit were the groups which were able to deliver contextual

parts and correct part of speech of the whole utterances or sentences.

There was a ball as an aid in conducting the activity with teams-stand-and-share structure as the mean. The ball helped the group to keep the chains of expression. Any group which got the ball continued the chain the expression. The groups which had finished contributing elements of expressions had to throw the ball to the other groups. Commonly, it needed 3 to 4 to make a single complete expression.

As a result, there were some groups which could continue the chains of expression spontaneously and there were some groups which could continue them slower. Conducting this structure, members of the group help each other in order to make their groups survive and achieve the target in the activity.

d) Applying Team-Pair-Solo Structure

Team-pair-solo structure was commonly used in communication focus activity. The students worked as teams. Then they worked as pairs. And the last they worked individually. Working as teams, the students made dialogues in the groups. Working as pairs they perform the dialogue in front of the class. Working as individuals, they expressed their reflection about their performance in front of the class.

In making the dialogues, the students were not allowed to make dialogue transcription. They were only allowed to write

down important points of their dialogue. I gave them several minutes to design their dialogues. The dialogues mainly contained the expressions of giving suggestion. They were asked to practice making dialogue as natural as possible. Thus, they were always reminded to apply appropriate mimics and gestures. Because they made dialogues in groups, the weaker students could learn from the stronger students in their teams in making dialogues and how to act in the dialogue.

Then, the students performed their dialogues in pairs in front of the class. The dialogues that they performed were the dialogues that they made in the groups. The pairs were asked to be creative in front of the class. Thus, they used the dialogues as the guidance. Nonetheless, they were asked to expand their idea. In practice, they finally could remake the dialogues that they made in the groups become a new dialogue when they had perform the dialogue in front of the class.

The reflection in the end of every performance was aimed to know students' understanding about their own performance. However, not all students could present their reflections after their performance. It was because every pair was represented by a student to share the reflections. Hence, only half of the whole class could share the reflections in front of the class. The rest of students who could not share their reflections in front of the

class were asked to write down their reflection in a piece of paper.

3) Using Media in the Teaching and Learning Process

In the second cycle, I used recordings, cards, pictures, list of terms, and some other things as the media in teaching and learning process of speaking of English. In this time, the cards used as the aid for the students in learning speaking were bigger than in the first cycle. as a result, the cards could be loaded with bigger pictures and more terms. The way of using media in Cycle 2 was not so different from the way of using media in Cycle 1. the recordings were used to train students' hearing. The cards were used to manage students' speaking turns in the groups. The pictures were used to make the students more familiar with the context. The list of terms and vocabulary was used to assist students' selection of words in speaking. In addition, the ball was used to manage groups' turn in accomplishing their tasks.

4) Giving Feedback to the Students for Their Speaking Accuracy in Terms of Pronunciation, Intonation and Structure

The process of giving feedback was in two ways. The first way was I gave the feedback directly to the students. The second way was the feedback was given from one student to other students. It meant they could observe and evaluate others' speaking performance. However, since the focus of giving feedback was on the speaking accuracy in terms of pronunciation, intonation and

structure, it was not easy for the student to do peer-observation and peer-evaluation. Thus, they were asked to be very careful in speaking and to slow down their speaking rate for a moment when they wanted to overcome their difficulty. Besides, the listeners could help the speakers in improving the speakers' speaking skill by giving feedback on the speakers' difficulties. The listeners could do so only if the speakers spoke in normal or slow rate. The listeners could also learn from the speakers if the speakers made unexpected mistakes or errors. The students were asked to open their dictionaries as often as possible if they wanted to fix their pronunciation and intonation more intensively.

I often joined to the groups to monitor their improvement. By joining in the groups, I could see the real situation in the groups. In addition, I could give my feedback to the students more personally. Furthermore, it made the relation between the students and I become closer. Also, I could understand the students' problems, especially their pronunciation and grammar of their speaking and helped them to overcome them. In addition, I always helped them to select appropriate diction for some situations.

Giving feedback to their speaking accuracy could help them to improve their speaking accuracy. Besides that, they could perform better in terms of selection of words in speaking. Finally, besides improvement of their speaking fluency, they could deliver their speaking in more contextual and understandable way.

5) Giving Rewards to the Students for Their Improvement of Speaking Performance

Besides giving feedback, I gave them rewards. Actually, I had given the students rewards in the first cycle. But I did not plan to emphasize that. After my collaborator and I evaluated and reflected the use of giving rewards, we got positive finding from the use of giving rewards. Thus, giving rewards was intensified in the second cycle. I added some rewards to the reward system in the first cycle in order to form new system in giving rewards of Cycle 2.

In the second cycle, I gave them credit points which were aimed to the students who could show the best achievement and to the students who could give the biggest improvement. All of them were related to speaking performance. Besides that, I gave them gifts to each leader of the groups and to the most active members of the groups, excluding the leaders of the groups.

In addition, rewards and gifts were not only given to individuals. The groups got the rewards and gifts too. The criteria were almost the same as the criteria for finding the ones who deserved to receive the rewards and gifts. However, all groups got gifts for their participation and their courage in joining the English course.

Those acts made them more motivated to learn speaking of English. Moreover, the group processing became more active than

in the previous cycle. Everyone in the groups wanted to show their best efforts. Although not every gift was aimed to be given to every student, the students were more enthusiastic since they thought the rewards that were given to their groups were actually aimed to be given to all members of the groups.

c. Reflection

After conducting the actions of Cycle 2, my collaborator and I did the last reflection about the implementation of actions of Cycle 2. We discussed any findings in Cycle 2. The findings which became the data were collected through observation and interview after every meeting and through questionnaires after the whole cycle. The data were in the form notes, pictures, videos, and recordings about the teaching and learning process of speaking of English in the classroom. by doing the reflection of the second cycle, the research study could achieve its democratic validity and dialogic validity. The description of the reflection of the second cycle is as follows.

1) Using the classroom English during the Teaching and Learning Process

Classroom English provided students with language exposure. It was able to make them get used to English. They could practice to make their hearing and organ of speech more sensitive to English. Also, they could improve their knowledge related to English vocabulary and terms. As a result, teaching and learning process of speaking of English became more effective. Finally it

could improve students' speaking skills. In Cycle 1, the students could make better progress than in Cycle 2. In addition, they could understand English vocabulary, terms, and expressions easier. They could convey meaning in English in more effective way. And the last but not the least, their involvement in teaching and learning process was really improved. The classroom became more interactive.

Since many students were confident enough to speak English and since there were many students who could make jokes with English materials that they learnt, some silent or timid students could start to speak more active. It meant the almost all of the students were really motivated to speak English without considering their speaking skill too much. They started to understand that their skill of speaking of English could be improved if they were able to push their selves to speak up actively.

2) Applying Cooperative Learning

The application of cooperative learning in Cycle 2 was better manageable. Although the students sat in new groups, they understood the importance of their participation in order to achieve the group targets. Because of feeling of closeness among the members of groups and because every student had experience of working as a team, they could build better cooperation in the groups.

a) Applying Numbered-Heads-Together Structure

Since *numbered-heads-together* structure had been applied for some activities in the first cycle, the findings related to the application of activities with *numbered-heads-together* as the structure in the second cycle was not so different from the findings related to the application of activities with *numbered-heads-together* as the structure in the first cycle. Nonetheless, there were several things which were needed to look into since they implied slightly different things of the application of *numbered-heads-together* structure of the second cycle. Although they were simple things, revealing them was necessary.

The students were got used to sharing the job if they had to finish not really easy tasks. It trained them to be fair in doing something together. In addition, it made them learn that not all tasks could be finished alone. Therefore, they needed to work as teams to complete the tasks. Moreover, they learnt that believing to group mates and doing the job responsibly became very important to do. Also, they learnt to manage the time since they had to pass some stages in *numbered-heads-together*. And they needed to improve their group skills to manage the groups. In this case, the leader of every group played an important role in managing his/her group.

b) Applying Fan-and-Pick Structure

Fan-and-pick structure was one of the structures which had been applied in the first cycle and was used again in the second cycle. My collaborator and I discussed the findings of the implementation of *fan-and-pick* structure in some activities during the actions of Cycle 2. We found that there was better improvement in terms of students' engagement than their engagement in the first cycle. Furthermore, they could conduct the activity in more relaxed way. They did not get difficulty in conducting this structure since they had conducted this structure twice in the first cycle. This structure could also improve their confidence since they actively made short dialogues with their own group mates. The leaders of groups really helped their members in learning the materials. Sometimes, if they had finished conducting the activity and they still had sufficient time to play again, they played again. They looked so joyful in conducting the activity.

Sets of cards containing pictures and list of vocabulary and terms were provided to assist them in learning of speaking of English. It was similar to the cycle 1 that pictures and list of vocabulary and terms were useful enough in maintaining the learning process in terms of learning context and students' improvement related to their knowledge of diction, terms, and structure.

c) Applying Teams-Stand-and-Share Structure

Although teams-stand-and-share structure was applied only in Cycle 2, the students did not get difficulty to conduct it since the procedure of it was simple enough to understand. This structure demanded the preparation and cooperation among members of groups.

Although the procedure of implementing the structure was simple, it did not mean the process of teaching and learning of speaking of English become boring. On the other hands, the activity which used this structure was able to give students enough challenge. It raised students' positive anxiety and pushed the students to lower their inhibition.

Prepared or unprepared, the groups had to complete chains of expression orally and spontaneously. Sometimes, they became so curious about the upcoming words or phrases which were shared before them since they had to continue those words or phrases. In other occasion, the students always showed their motivation to involve in the process of making expressions.

I found that they became so curious to their selves when they could not give appropriate parts of chains. They wanted to get the turn to try again and again until they could deliver the appropriate ones. This situation showed students' encouragement and determination as group members to give their best for the group.

The activity which applied teams-stand-and-share structure in the process of learning did not teach students to compete with each other. On the contrary, the structure made students learn how to give their best for the sake of others in each group. They helped each other, especially in the crucial situations. There was no winner and loser in the activity but all students got their own satisfaction and rewards if they could accomplish the task. It really created good atmosphere of learning.

d) Applying Team-Pair-Solo Structure

In the communication focus activities of Cycle 2, the students always conducted team-pair-solo structure in training their speaking skill. Team-pair-solo structure was chosen in the communication focus activity since it could make students practice to speak English from group level to individual level. In the group level, the students worked together to make dialogues based on the situation given. Discussion among group members happened here. They were able to communicate with all members of each group and they could push their selves little by little to use English as much as possible. There was no dialogue transcription allowed in the communication focus activities. In the pair level, the students could practice the dialogues that they had made in the team level. The practice in the pair level could create tighter interpersonal relationship among students. Also it

could intensify their speaking practice in longer time. In addition to the practice, the students, then, performed their dialogues in front of the class so that their speaking performance could be evaluated and assessed. The assessment and evaluation were related to all aspects in speaking of English. Overall, their performance in having dialogue was significantly improved. In the solo level, the students delivered their speeches alone. It challenged them to show their best confidence in speaking. In addition, some specific elements of their speaking could be observed. Almost all students who did solo performance showed good level of confidence, speaking fluency, speaking accuracy, appropriate diction, and interaction.

3) Using Media in the Teaching and Learning Process

As in the first cycle, the use of media in the second cycle was very useful to help students in teaching and learning process of speaking of English. The media assisted the students in running the speaking practices. It could contribute to positive ambience of learning. In the form of cards, the media kept giving students new contextual vocabulary and terms since it contained pictures and list of contextual vocabulary and terms. In addition, in the form of recording, it was useful to train students' hearing to real native English speakers and their way of speaking. It helped students to make their hearing and organ of speech become more sensitive. The lesson guidelines which contained student' worksheet assisted

the whole lessons in managing the time. It made the students and teacher on the right track of teaching and learning process. The step by step activity was mentioned in the guidelines. Media were useful to make the activities more interesting for the students. In conclusion, the students needed media in the learning process of speaking of English to make the learning process manageable, contextual, and interesting.

4) Giving Feedback to the Students for Their Speaking Accuracy in Terms of Pronunciation, Intonation and Structure

The focus of feedback in the second cycle was on the students' speaking accuracy in terms of pronunciation and structure. Before conducting the second cycle, it could be said that their fluency was improved but they often did mispronunciation and grammar mistakes or errors. However, in Cycle 2, they were able to identify their mistakes and errors after they gave feedback to each other, received my feedback, and looked at their dictionaries. Then they could fix their organs of speech to produce pronunciation as close as possible to native speakers. Besides that, they tried to pay much attention to the structure that they often made mistakes and errors. As a result of giving feedback, the students were able to avoid making mistakes and errors in their speaking.

However, it did not mean that the students and I forgot the importance of fluency and students' confidence in speaking of

English. In general, students were able to speak English fluently and confidently and their speaking accuracy in terms of pronunciation and structure was successfully improved.

5) Giving Rewards to the Students for Their Improvement of Speaking Performance

The rewards which were given intensively in the second cycle significantly increased students' motivation in conducting the activities. Although rewards were not the main targets of their learning process, they were useful enough to encourage students to show their best efforts. Furthermore, rewards could diminish students' boredom which sometimes happened during the teaching-process, especially when they had to conduct the activities which used some cooperative learning technique as the means of the process. Actually, the rewards were given to all students who did their best. However, there were some special rewards which were aimed to the groups which performed their best activeness and progress and to the students who could deliver their best performances and who could give the best progress in speaking.

Since the objective of the research was accomplished and all actions could be conducted and successfully improve students' speaking skills, my collaborator and I achieved an agreement about to end the research study in this cycle. The change results of the actions can be seen from the table in the next page.

Table 4: The Change Results of the Actions

No	Actions	Cycle 1	Cycle 2
1	Applying classroom English in the teaching and learning process.	The students needed much translation if I spoke English in my teaching. They also speak their mother tongue and first language so often. Some silent students were still shy in speaking English.	I could reduce in using translation when I had to give them examples and explanation of materials. They could understand my instruction better since they got the point of the mimics and gestures that I used. In their communication, they could speak English more often than in the Cycle 1. However, it did mean that they did not use their mother tongue and first language in their communication. Moreover, many silent students could actively deliver their idea in English because they were encouraged by their friends who spoke English often.
2	Applying cooperative learning	The groups were not really balanced. There were some groups which contained active students and there were some groups which contained passive students. The students felt comfortable with their groups since they chose the groups according to closeness and likeness. The improvement happened	The groups were more balanced than in the cycle 1. It was because in every group, there was a student who was the most strongest in English than the other members of the group. The strongest student became the leader and had to manage and receive the biggest responsible to help the others in the group. The

(continued)

(continued)

No	Actions	Cycle 1	Cycle 2
		but it was not like what I expected.	group members were chosen based on their abilities and skills to make the distribution of students' differences in terms of their English skills as equal as possible. This condition could change students' to be better. The passive students could become more active in the groups. The groups could communicate simultaneously since there was a leader in each group whose job was to manage the groups, including the communication in the groups. they could create good interdependence so that there was no student who monopolize the groups.
3	Using hand-outs as guidelines in the teaching and learning process	The lesson became well-structured. The students understood the order of the lessons. The teaching and learning process became more effective.	The result was almost similar with the result of cycle 1. However, there were some students who got bored since they conducted some activities with similar structure, especially numbered-heads-together structure. Overall, the lesson was still manageable and well-structured.

(continued)

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No	Actions	Cycle 1	Cycle 2
4	Giving appropriate materials and media to the students.	The students thought that the materials and media were useful for them. They got enthusiastic in learning the materials.	The result was almost similar to the result of Cycle 1.. The materials and media made the teaching and learning process contextual. It also made the students more excited from time to time. In addition, the media could reduce students' boredom when they felt so.
5	Instructing students to bring and use their own dictionaries to the classroom.	There were many students who did not bring the dictionaries. Their reason was that they forgot to bring them. Some of them said that the dictionaries made their load in the bags become heavier. The students who did not bring dictionaries borrowed the dictionaries from the ones who brought them.	Since some students did not like to bring dictionaries because the dictionaries gave additional weight in their bags, I considered of using electronic dictionaries. Thus, I gave them a compact disc (CD) of electronic dictionaries. I asked them to install them in their gadgets, i.e. laptops, tablets, or mobile phones. Consequently, almost all of students had dictionaries. It made the activity of finding meaning of words and finding pronunciation of words easier.
6	Reviewing the materials in the beginning and in the end of lessons.	The students could correlate the last materials with new materials. As a result, the	Reviewing the materials could maintain students' memory about the materials. As a

(continued)

(continued)

No	Actions	Cycle 1	Cycle 2
		result of their learning retained longer in their mind.	consequence, they could improve their understanding about the materials from day to day.
7	Using feedbacks and rewards in the teaching and learning activities.	The feedbacks were effectively encouraging students to check and correct their understanding, mistakes, and errors.	The feedbacks from the teacher helped the students to evaluate their own work. In addition, the students were successfully able to learn in giving feedback to each other. It could develop supporting environment in learning process. The rewards were successfully able to motivate students in learning English much better and in showing their best progress and performance.

C. The Assessment of Students' Speaking Skills during the Actions

During the research study, my collaborator and I obtained the data from two areas; i.e. the process and the result. The data of process were obtained in the form of descriptions, transcripts, checklists, and responses of questionnaires. They were collected during and after the actions. All of them were in the form of description. The data of result were mainly obtained from students' speaking performance in front of the class. They were collected in the beginning of the actions and in the end of the actions. They were in the form of students' speaking scores.

The data of students' speaking performances which were conducted in the beginning and at the end of the actions were mainly aimed to support the findings of the research study. The first speaking performance data were obtained on October 15th, 2012. The speaking performances were conducted by pairs of students. The dialogues were about asking and giving opinions. And the second speaking performance data were obtained on December 4th, 2012. The speaking performances were conducted by pairs of students too. The topic was about "Electricity Use". The main expression used was giving suggestions.

In assessing the performances, we used one model of speaking rubric. The rubric contained every aspect of speaking i.e. fluency, pronunciation, vocabulary, grammar, and interactive communication. In order to compare the data between my assessment and the English teacher's assessment in easier way, we put our assessment scores side by side. The scores of speaking aspects of student's speaking performance were accumulated. Then the accumulation was divided by two in order to get the mean. The mean of every student speaking performance became the final score of their speaking performances.

From Table 5 (see in the appendices: Speaking Rubric and Scores), we could compare that the students made improvement in their speaking skills. We could see that many students got higher means in the second performance which meant that their speaking skills were improved. However, if we looked at every aspect of the students speaking skill, there were some aspects which showed good development and some aspects that showed little improvement

and even stagnancy. Students' fluency, pronunciation, and interactive communication were the aspects that could be improved most. But students' vocabulary and grammar were the aspects that should be given more attention in the next teaching and learning process of speaking.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

Based on the research findings and discussion, we can conclude that the students' speaking skills could be improved by using cooperative learning. All activities in Cycle 1 used classroom English, cooperative learning technique, contextual materials, hand-outs as the guidelines of teaching and learning process, media to assist the teaching and learning process, application of reviewing materials, and application of delivering feedbacks. Moreover, I always reminded the students to bring dictionaries with them. All of the activities contributed to the improvement the students' speaking skills.

The activities in Cycle 2 implemented the use of classroom English, the use of cooperative learning, the use of contextual materials, and the application of reviewing the materials, the application of delivering feedback on the students' fluency and confidence, the use of hand-outs as the guideline, the use of media to assist the teaching and learning process, the use of electronic dictionaries in every student's laptop or mobile phone, the use of rewards to appreciate students' achievement, and the use of dictionaries in the form of hard-copy and electronic one. All of the activities could improve the students' speaking skills.

From the observations, interviews, evaluations, and assessment, there were two important. Firstly, students' speaking skills related to their fluency, pronunciation, and interactive communication was significantly improved

alongside their skills in conducting cooperative learning. Secondly, the students could not really escape from vocabulary, diction or terms and grammar problems. Their knowledge related to vocabulary and structure still became the biggest barriers for their speaking progress. In fact, their improvement related to vocabulary and structure was slightly better.

Furthermore, there were changes in some aspects of the teaching and learning process of speaking of English. The changes were as follows.

1. The Changes in the English Teaching and Learning Process

The teaching and learning process of English could attract the students since they felt the English lesson was different from the usual English lesson that they joined. Moreover, because the English lesson applied some cooperative learning activities, the teaching and learning process became more interesting and enjoyable for the students. The use of classroom English gave them sufficient language exposure and opportunities to interact so that they could learn English intensively, especially learning to speak English. Cooperative learning activities were able to create the atmosphere of working together to accomplish some targets and to solve social problems among the members of every group. The cooperation took place among students and between the students and the teacher. Since they worked in groups and sometimes in pairs and they had sufficient opportunities to interact, they could evaluate and give feedback to each other. Also, they became more confident and relaxed in learning English. Consequently, their understanding and their engagement in learning English could be improved.

2. The Changes in the Students' Behaviour

Since the students thought that the teaching and learning process was useful and interesting for them, they became better in terms of their attitude. The students who usually felt sleepy in the English classroom could stay awake. The students who often lost their concentration could start to focus on the learning process of English, especially speaking. The students who were shy enough to say any word could start to speak more, at least during group discussion, because they felt confident in their groups. The students who were lazy and passive to join the teaching and learning process could participate in the activities. Furthermore, those who never used dictionaries to find words or pronunciation began to actively search for difficult words and pronunciation in their dictionaries.

3. The Changes in the English Teacher's Behaviour

The teacher could perceive teaching and learning process from another perspective, i.e. the importance of teaching oral skills in a communicative and contextual way. Besides that, he learnt that various activities could make the class situation change. Hence, he started to learn in designing tasks which could make his students attracted to his lesson. Also, he began to understand that media which suited the need of students the activities could help him maintain students' participation in the teaching and learning process.

4. The Changes in My Colleague's Behaviour

By joining the research study, she has learnt many things about teaching and learning process of English, especially speaking. In addition,

she has learnt how to conduct the action research. She has got a new experience about teaching and learning process and action research. As a result, she could develop her capability in English instruction as an academician, an English student-teacher, and a researcher.

5. The Changes in My Behaviour

This research study helps me to expand my knowledge about teaching and learning English and about action research itself. I have learnt that in order to do something, I have to prepare everything well. Every action in the teaching and learning process should be based on the students' needs, students' problems, existing theories, empirical studies, and the teacher's experiences themselves.

We should use our time of teaching in the class effectively and efficiently. If we failed in preparing anything related to our teaching, we have to be prepared that our teaching could be a mess-up. Thus, before teaching, I have to try my best to pronounce English words so that I could become a good model for the students in speaking. Then, I have to prepare a hand-out for every session to guide the course and to provide appropriate media which suit the students' needs and activities. Besides, I have to prepare an extra plan for every session of teaching in case something happens out of our plan. Having many discussions with other English education practitioners is useful when I get difficult problems. Their opinion and suggestion could become considerations in planning a course. Building good relationship with the students is a good way to deepen my understanding about their needs and personalities. All of them could

become important considerations in planning and conducting English courses.

Moreover, the research study could change my view and attitude towards teaching and learning English, especially speaking. Since speaking is the most difficult skill to acquire, especially in a non-English speaking country, teaching it becomes the greatest challenge for me. Because many students are shy enough to speak, I have to build strong confidence to myself that I could teach my students speaking and I have to make them believe that they could acquire speaking if they try. In teaching them, I learnt to play many roles as a teacher in order to get close to the students.

Related to the research study itself, I have learnt that in order to conduct a research study, I have to be well-structured and systematic. I have to follow the existing procedure that guides the research study. The problems which I face and the solution which I got in conducting the research study become my special experience as an academician. Overall, those things could broaden my understanding about conducting a research study.

B. Implications

The findings of research study revealed that there was improvement of students' speaking skills. The improvement was related to the actions delivered to the students in the classroom. The actions which contributed to the students' improvement were using classroom English during the teaching

and learning process, implementing some cooperative learning, giving hand-outs as guidelines, reviewing the previous materials, giving feedbacks on the students' fluency, pronunciation, structure, and interactive communication, using media to assist the teaching and learning process, using a dictionary for every student as a reference for getting the meaning of difficult words and understanding the way to pronounce words, and giving rewards to appreciate students' achievement. The description of implication for the successful and unsuccessful actions is as follows.

- (1) The application of classroom English in the teaching and learning process contributed to the improvement of students' speaking skills. When the classroom English was applied intensively, the atmosphere of classroom changed. The students were getting more relaxed from time to time to use English. In addition, it could reduce the use of their first language. It implies that applying classroom English is effective to change the atmosphere of the English lesson and to change students' perception of the English lesson.
- (2) The application of cooperative learning assisted the students in learning English materials. Since some materials were not easy to learn, the students worked in groups, in pairs, and individually which made them help each other to learn the materials and to accomplish the tasks and to be independent in doing the tasks.. Moreover, by conducting cooperative learning, they learnt to deliver and accept ideas, to tolerate and manage group members, and many other positive social skills. It implies that by conducting cooperative learning, the students could learn English better

since they have manageable friends to share and they could be better persons socially, especially related to learning materials.

- (3) The use of hand-outs as guidelines assisted the students in learning the English materials. The hand-outs were mainly aimed to guide the teaching and learning process of English. Moreover, they contained tasks which should be accomplished by the groups. They made the teaching and learning process become well-structured. Also, the existence of hand-outs made the student understand what tasks should be done after another task. It implies that the existence of hand-outs makes the tasks in the teaching and learning well-structured.
- (4) The instruction of bringing and using a dictionary as a reference for every student was useful to build students' habit of finding meaning of difficult words and correcting mispronunciation by looking for words in a dictionary. A dictionary was not the main source of teaching learning process but it was an important reference for every student in learning English. The students had their own dictionaries in printed form or electronic form. They could find meaning of words easily when they brought the dictionary. But the students who did not bring it should find the meaning of difficult words and the pronunciation hardly. It implies that it is important to instruct the students to bring a dictionary in order to help them in improving their vocabulary and pronunciation.
- (5) The application of reviewing materials in the beginning and at the end of lessons was useful in keeping the materials in students' mind. Since every meeting was related to other meetings, reviewing materials made

students could correlate their old existing knowledge with their latest knowledge. It implies that it is necessary for the teacher to review the materials in every meeting to retain his students' knowledge.

- (6) The use of feedbacks and rewards for the groups and students that showed their best performance or their best progress was able to motivate students to be better in learning of speaking of English. Feedbacks were delivered by both the teacher and the students. The feedbacks given focused on any aspect of speaking skill in order to build interactive communication. Rewards were in physical form and non-physical form. It depended on the needs and situation. Appropriate feedbacks and rewards were useful to encourage students to show their best in terms of progress and performance. It implies that the teacher needs to prepare appropriate rewards and to be active in giving feedback which suits students' problems and their need in order to make students more encourage to learn. For the rewards, the teacher should also consider his ability in terms of efficiency and effectiveness.
- (7) There was a significant improvement in some speaking skill aspects, for example fluency, pronunciation, and interactive communication. However vocabulary and grammar that students had were slightly improved and they needed to be developed much better. It implies that the teacher should help his students to develop their vocabulary and grammar but he should be careful of making his teaching and learning process grammar-oriented.

C. Suggestions

Based on the conclusions and implication described in the previous, there are some suggestions which are aimed to the English teacher. The findings of the research study should be responded by the teacher in a way which is suitable to all circumstances around him. He should train himself to use English actively and acceptably so that he becomes a good model of a English speaker. And since cooperative learning gives good contribution in the success of teaching and learning process, he should take into account the use of cooperative learning principles and structures in his English instruction. Also, he is suggested to be a flexible teacher who could acts as many roles to meet his students' needs. In addition, using media in his English class is strongly recommended to grab his students' attention during their learning process.

However, he should give more attention to the students' vocabulary and speech structure. It means that the teacher should give students activities which are able to increase his students' vocabulary, understanding of correct speech structures, and application of correct diction and speech structures. Finally the teacher could really help his students to be good English speakers.

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COURSE GRID

Academic year : 2012/2013

Semester : 1

Subject : English (focus on speaking)

Grade : XI

Program : Social

Class : XI IPS 4

Cycle	Standard of Competency	Basic Competency	Topic	Language Function	Language Focus	Functional Text	Activities	Character Buildings	Indicators
1	3. Expressing the meaning in the formal sustained transactional and interpersonal dialogue in terms of daily life	3.1 Expressing the meaning in the formal sustained transactional and interpersonal dialogue in spoken language accurately, fluently, and acceptably in the terms of daily life and including expressing and asking for opinion, expressing satisfaction and	Global Warming	•Asking for opinion -What do you think of the? -What is your opinion about? -Could you give your comment about? -Do you have different view about? -Is there any other view?	Key vocabulary: electricity, energy, natural resources, alternative resources, efficient, save, money, heat etc. Key grammar: -What + to be + your/his/her opinion + about N/NP? -What + do/does + S +	Spoken/Written Dialogue about: 1.Increasing daily temperature 2.Buying a New Refrigerator 3. Buying Florescent Light Bulbs	<u>Task 1</u> Students work individually to determine the sentences in the table whether they are true or false. In addition, they write the reasons for their answers based on the dialogue. <u>Task 2</u> Students find the synonym of several words based on the context of the	1. Communication/ Friendship <i>The act that shows the joy in communicating/ interacting, mingling, and cooperate with others.</i> 2. Democracy <i>The character that resembles the way of thinking, responding, and taking action in valuing the rights and</i>	Students are able to: • identify the expressions of asking and giving opinion. • respond the expression of asking for and giving opinion. • use the expression of asking and giving opinion. • use noun/noun

		dissatisfaction.		<p>•Expressing opinion/view -I think</p> <p>-In my opinion,</p> <p>-In my view,</p>	<p>think of + N/NP?</p> <p>-Could + S + tell + me/us + your view + about N/NP?</p> <p>-Do/does + S + have + different view?</p> <p>-Is + there any other + opinion about?</p> <p>- I think + S + verb + O</p> <p>- I think + S + to be + C</p> <p>-My/her/his view/opinion is + C</p>		<p>dialogue.</p> <p><u>Task 3</u> Students work in groups to identify the expressions of asking and giving opinion in the dialogue.</p> <p><u>Task 4</u> Students work in groups to fill the blanks in an incomplete dialogue with appropriate answers.</p> <p><u>Task 5</u> Students work in groups to monitor and evaluate each other in practicing pronunciation</p>	<p><i>obligations of oneself or others.</i></p> <p>3. Social Awareness <i>The attitude and act of willingness for helping the ones in need.</i></p> <p>4. Creativity <i>The character that resembles the process of thinking and/or doing something to create new idea or thing from the existing knowledge or ownership</i></p>	<p>phrase and adjectives appropriately and contextually.</p> <p>• Pronounce contextual words correctly.</p> <p>• use correct structure in asking and giving opinion.</p>
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							<p>for expressions of asking for and giving opinion.</p> <p><u>Task 6</u> Students play Fan-and-Pick to make very short conversation among group members related to the topic of the day.</p> <p><u>Task 7</u> Students make dialogues based on the given clues.</p>		
1	3. Expressing the meaning in the formal sustained transactional and	3.1 Expressing the meaning in the formal sustained transactional and	On Vacation	<p>• Expressing Satisfaction</p> <p>-I'm very pleased with ...</p>	Key vocabulary: vacation, greatness, beauty, scenery,	Spoken/Written Dialogue about: 1.Vacation	<p><u>Task 1</u> Students listen to a dialogue and then determine the sentences</p>	1. Communication/ Friendship <i>The act that shows the joy in communi-</i>	<p>Students are able to:</p> <p>• identify the expressions of satisfaction and</p>

	interpersonal dialogue in terms of daily life	interpersonal dialogue in spoken language accurately, fluently, and acceptably in the terms of daily life and including expressing and asking for opinion, expressing satisfaction and dissatisfaction.		<p>-I'm satisfied with ...</p> <p>-I'm very delighted with ...</p> <p>-Perfect!</p> <p>-Superb!</p> <p>-Fantastic!</p> <p>•Expressing Dissatisfaction</p> <p>-I'm displeased with ...</p> <p>-I'm dissatisfied with ...</p> <p>-I'm disappointed with ...</p> <p>-Horrible!</p>	<p>building, historical, spend, learn, story, etc.</p> <p>Key grammar:</p> <p>- S + to be+ expression of satisfaction/ dissatisfaction + with + N/NP</p> <p>- S+ to be+ very + expression of satisfaction/ dissatisfaction + with + N/NP</p> <p>- S+ to be+ expression of satisfaction/ dissatisfaction + enough + with + N/NP</p>	<p>in Grandpa's House</p> <p>2.Vacation in Bali</p>	<p>whether they are true or false based on the dialogue.</p> <p>Task 2 Students listen to a recording and then they practice to say the expressions of satisfaction and dissatisfaction in an appropriate way.</p> <p>Task 3 Students listen to a dialogue and then they identify the use of expressions of satisfaction and dissatisfaction in the dialogue.</p>	<p><i>cating/ interacting, mingling, and cooperate with others.</i></p> <p>2. Democracy <i>The character that resembles the way of thinking, responding, and taking action in valuing the rights and obligations of oneself or others.</i></p> <p>3. Social Awareness <i>The attitude and act of willingness for helping the ones in need.</i></p> <p>4. Creativity <i>The character</i></p>	<p>dissatisfaction</p> <ul style="list-style-type: none"> • respond the expression of satisfaction and dissatisfaction • use the expression of satisfaction and dissatisfaction in short conversation. • use noun/noun phrase and adjectives appropriately and contextually. • Pronounce contextual words correctly. • use correct
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				<p>-Annoying!</p> <p>-Frustrating!</p>			<p><u>Task 4</u> Students listen to a dialogue and then they fill the blanks in an incomplete dialogue with the answers from the dialogue they hear</p> <p><u>Task 5</u> Students play Circle the Sage to practice in making very short dialogues containing satisfaction and dissatisfaction.</p> <p><u>Task 6</u> Students make 2-minute dialogues based on a chosen scenario.</p>	<p><i>that resembles the process of thinking and/or doing something to create new idea or thing from the existing knowledge or ownership</i></p>	<p>structure in expressing satisfaction and dissatisfaction.</p>
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2	3. Expressing the meaning in the formal sustained transactional and interpersonal dialogue in terms of daily life	3.2 Expressing the meaning in the formal sustained transactional and interpersonal dialogue in spoken language accurately, fluently, and acceptably in the terms of daily life and including expressing advice and warning	Healthy	<p>•Giving suggestion</p> <p>To do something</p> <p>-I suggest you that + clause.</p> <p>-I advise you to + infinitive phrase.</p> <p>-It is better for you to + infinitive phrase.</p> <p>Not to do something</p> <p>-I don't think you should + infinitive phrase</p> <p>-I wouldn't + infinitive phrase + if I were you</p>	<p>Key vocabulary: take, medicine, healthy, fine, sick, dosage, okay, etc.</p> <p>Key grammar:</p> <p>-I suggest you that + clause.</p> <p>-I advise you to + infinitive phrase.</p> <p>-It is better for you to + infinitive phrase.</p> <p>-I don't think you should + infinitive phrase</p>	<p>Spoken/Written Dialogue about:</p> <p>1.Reminding for taking medicine</p> <p>2.Speech preparation</p> <p>3. Discussion about drug</p>	<p><u>Task 1</u> Students listen to a dialogue and they identify the use of giving advice and warning.</p> <p><u>Task 2</u> Students listen to a dialogue and they work in group to match the information in column A with the one column B based.</p> <p><u>Task 3</u> Students listen to a recording and they work in groups to fill the blanks in an incomplete written dialogue.</p>	<p>1. Communication/ Friend-ship <i>The act that shows the joy in communicating/ interacting, mingling, and cooperate with others.</i></p> <p>2. Democracy <i>The character that resembles the way of thinking, responding, and taking action in valuing the rights and obligations of oneself or others.</i></p> <p>3. Social Awareness <i>The attitude</i></p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • identify the expressions of giving advice and warning. • respond the expression of giving advice and warning. • use the expression of giving advice and warning in short conversation. • use infinitive/verb phrases, noun/noun phrases, and adjectives/ adjectives
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				-You'd better not + infinitive phrase •Giving warning -look out! -be careful of + N/NP! -watch out for N/NP!	-I wouldn't + infinitive phrase + if I were you -You'd better not + infinitive phrase -look out! -be careful of + N/NP! -watch out for N/NP!		<u>Task 4</u> Students work in groups to play Fan-n-Pick and practice very short dialogues. <u>Task 5</u> Students work in groups and use team-pair-solo technique to make dialogues based on the situation given.	<i>and act of willingness for helping the ones in need.</i> 4. Creativity <i>The character that resembles the process of thinking and/or doing something to create new idea or thing from the existing knowledge or ownership</i>	phrases appropriately and contextually. • Pronounce contextual words correctly. • use correct structure in asking and giving opinion.
2	3. Expressing the meaning in the formal sustained transactional and interpersonal dialogue in	3.2 Expressing the meaning in the formal sustained transactional and interpersonal dialogue in	Electricity Use	•Giving suggestion To do something -I suggest you that + clause.	Key vocabulary: take, medicine, healthy, fine, sick, dosage, okay, etc. Key grammar:	Spoken/Written Dialogue about: 1.Reminding for taking	<u>Task 1</u> Students listen to a dialogue and they identify the use of giving advice and warning.	1. Communication/ Friend-ship <i>The act that shows the joy in communicating/ interacting,</i>	Students are able to: • identify the expressions of giving advice and warning.

	terms of daily life	spoken language accurately, fluently, and acceptably in the terms of daily life and including expressing advice and warning		<p>-I advise you to + infinitive phrase.</p> <p>-It is better for you to + infinitive phrase.</p> <p>Not to do something</p> <p>-I don't think you should + infinitive phrase</p> <p>-I wouldn't + infinitive phrase + if I were you</p> <p>-You'd better not + infinitive phrase</p> <p>•Giving warning</p> <p>-look out!</p> <p>-be careful of + N/NP!</p>	<p>-I suggest you that + clause.</p> <p>-I advise you to + infinitive phrase.</p> <p>-It is better for you to + infinitive phrase.</p> <p>-I don't think you should + infinitive phrase</p> <p>-I wouldn't + infinitive phrase + if I were you</p> <p>-You'd better not + infinitive</p>	<p>medicine</p> <p>2.Speech preparation</p> <p>3. Discussion about drug</p>	<p><u>Task 2</u></p> <p>Students listen to a dialogue and they work in group to match the information in column A with the one column B based.</p> <p><u>Task 3</u></p> <p>Students listen to a recording and they work in groups to fill the blanks in an incomplete written dialogue.</p> <p><u>Task 4</u></p> <p>Students work in groups to play Fan-n-Pick and practice very short dialogues.</p> <p><u>Task 5</u></p> <p>Students work in</p>	<p><i>mingling, and cooperate with others.</i></p> <p>2. Democracy <i>The character that resembles the way of thinking, responding, and taking action in valuing the rights and obligations of oneself or others.</i></p> <p>3. Social Awareness <i>The attitude and act of willingness for helping the ones in need.</i></p> <p>4. Creativity <i>The character that resembles the process of</i></p>	<ul style="list-style-type: none"> • respond the expression of giving advice and warning. • use the expression of giving advice and warning in short conversation. • use infinitive/verb phrases, noun/noun phrases, and adjectives/ adjectives phrases appropriately and contextually. • Pronounce contextual words correctly.
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				-watch out for N/NP!	phrase -look out! -be careful of + N/NP! -watch out for N/NP!		groups and use team-pair-solo technique to make dialogues based on the situation given.	<i>thinking and/or doing something to create new idea or thing from the existing knowledge or ownership</i>	• use correct structure in asking and giving opinion.
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LESSON PLANS AND HAND-OUTS

LESSON PLAN 1

A. Identity of the Lesson

1. Subject : English
2. School : SMA N 1 Muntilan
3. Grade/Semester : XI/1

B. Standard of Competency

3. Expressing the meaning in the formal sustained transactional and interpersonal dialogue in terms of daily life.

C. Basic Competency

- 3.1. Expressing the meaning in the formal sustained transactional and interpersonal dialogue in spoken language accurately, fluently, and acceptably in terms of daily life including expressing and asking for opinion, expressing satisfaction and dissatisfaction.

D. Indicators

Students are able to:

1. Identify the expression of asking opinion.
2. Respond the expression of giving opinion
3. Use the expression of asking for and giving opinion in short conversation.
4. Use noun/noun phrase and adjectives appropriately and contextually.
5. Pronounce contextual words correctly.
6. Use correct structure in asking and giving opinion.

E. Instructional Objectives

At the end of the lesson, students are able to:

1. Identify the expression of asking opinion.
2. Respond the expression of giving opinion
3. Use the expression of asking for and giving opinion in short conversation.

4. Use noun/noun phrase and adjectives appropriately and contextually.
5. Pronounce contextual words correctly.
6. Use correct structure in asking and giving opinion.

F. Instructional Materials

1. Topic: Global Warming
2. Input text: Some dialogues about 'increasing daily temperature', 'buying a new refrigerator', and 'buying florescent light bulbs'
3. Key Vocabulary: electricity, energy, natural resources, alternative resources, efficient, save, money, heat etc.
4. Key Structures:
 - What is your opinion about + N?
 - Do you have other opinion?
 - What do you think of + N?
5. Key Pronunciation: electric, high voltage, florescent, light, bulb, replaced, carbon dioxide, etc.

G. Time Allocation: 2 x 45 minutes

H. Teaching Method: Based on the Contextual-Communicative Model of EFL Teaching-Learning

I. Teaching Learning Activities (The whole teaching materials are attached)

a. Pre-teaching

1. The teacher greets students
2. The teacher responds to students' greeting
3. The teacher asks students' condition
4. The teacher review at glance the last material
5. The teacher asks whether any questions about the last material
6. The teacher explains the goal of teaching today
7. The teacher gives outline the material today

b. Whilst-teaching

- Comprehension focus
 1. Work individually, students listen to a recording about tourism objects
 2. They match the information in column A and column B.
 3. Work in groups, Do Numbered-Heads-Together:
 - They answer questions related to the input text.
 - They find out the meanings of given words related to the topic.
 4. Do Numbered-Heads-Together: They present their work and compare it to other group.
- Language focus
 1. In groups, students listen to a dialogue about tourism objects and identify the use of asking-for-opinion expressions and giving-opinion expressions.
 2. Students identify expressions of asking for and giving opinion and practice to utter the identified expressions.
 3. Using a set of flashcard, they play Fan-n-Pick which has been modified.
- Communication focus
 1. In groups, students make a written dialogue based on given clues. (The number of the characters involving in the dialogue depends on the number of group members).
 2. They read and remember the content of the dialogue

c. Post-teaching

1. The teacher summarizes the material given
2. The teacher gives a homework
3. The teacher gives reflection towards the teaching and learning process today
4. The teacher gives a preview of upcoming material

J. Roles of the Teacher and Students:

- a. Teacher's roles: as a model, participant, observer, facilitator

b. Students' roles: as a group member, a partner

K. Setting: Individual work, pair work, team work

L. Teaching Media: flashcards, recording

M. Learning Resources:

- Oxford Dictionary
- Cambridge Dictionary
- Other Dictionaries
- Permendiknas
- BSE; *Interlanguage* and *Developing English Competencies*
- Websites

N. Assessment

Speaking performance

Magelang, 10th October 2012

Acknowledged by:

Teacher,

Researcher,

Rudi Harsono, S.S

Adi Kurniawan

LESSON PLAN 2

A. Identity of the Lesson

1. Subject : English
2. School : SMA N 1 Muntilan
3. Grade/Semester : XI/1

B. Standard of Competency

3. Expressing the meaning in the formal sustained transactional and interpersonal dialogue in terms of daily life.

C. Basic Competency

- 3.1. Expressing the meaning in the formal sustained transactional and interpersonal dialogue in spoken language accurately, fluently, and acceptably in terms of daily life including expressing and asking for opinion, expressing satisfaction and dissatisfaction.

D. Indicators

Students are able to:

1. Identify the expression of satisfaction and dissatisfaction.
2. Respond the expression of satisfaction and dissatisfaction.
3. Use the expression of satisfaction and dissatisfaction in short conversation.
4. Use noun/noun phrase and adjectives appropriately and contextually.
5. Pronounce contextual words correctly.
6. Use correct structure in expressing satisfaction and dissatisfaction.

E. Instructional Objectives

At the end of the lesson, students are able to:

1. Identify the expression of satisfaction and dissatisfaction.
2. Respond the expression of satisfaction and dissatisfaction.
3. Use the expression of satisfaction and dissatisfaction.

4. Use noun/noun phrase and adjectives appropriately and contextually.
5. Pronounce contextual words correctly.
6. Use correct structure in expressing satisfaction and dissatisfaction.

F. Instructional Materials

1. Topic: On Vacation
2. Input text: Dialogues about “Vacation in Grandpa’s House” and “Vacation in Bali”
3. Key Vocabulary: vacation, greatness, beauty, scenery, building, historical, spend, learn, story, etc.
4. Key Structures:
 - S + to be + expression of satisfaction/dissatisfaction + with + N/NP
 - S + to be + very +expression of satisfaction/dissatisfaction + with + N/NP
 - S + to be + expression of satisfaction/dissatisfaction + enough + with + N/NP
5. Key Pronunciation: great, beauty, scenery, building, etc.

G. Time Allocation: 2 x 45 minutes

H. Teaching Method: Based on the Contextual-Communicative Model of EFL Teaching-Learning

I. Teaching Learning Activities (The whole teaching materials are attached)

a. Pre-teaching

1. The teacher greets students
2. The teacher responds to students’ greeting
3. The teacher asks students’ condition
4. The teacher reviews at glance the last material
5. The teacher asks whether any questions about the last material
6. The teacher explains the goal of teaching today
7. The teacher gives outline the material today

b. Whilst-teaching

- Comprehension focus
 1. Sitting in groups, students listen to a recording about temples within Yogyakarta and Central Java. The recording is played several times in accordance to the students' need.
 2. Work in groups. Do Numbered-Heads-Together:
 - a. They match the information in column A to column B based on the recording.
 - b. They determine whether the sentences are correct or false based on the recording.
 3. Do Numbered-Heads-Together: They present their work and compare it to other groups.
- Language focus
 1. In groups, students listen to a dialogue about temples.
 2. They administer cloze test. The focus is grammatical pattern.
 3. They administer 2nd cloze test. The focus is language-function focus.
 4. They complete a dialogue using expression of asking and giving opinion.
 5. Circle the Sage: Every member of group get 3 flash cards containing pictures and their information. In turn, they should express their opinion about the picture to the rest of group members. The group members guess the object.
- Communication focus
 1. In pairs, students design role plays based on the given scenarios..
 2. The pairs perform their role plays without the scripts.

c. Post-teaching

1. The teacher summarizes the material given
2. The teacher gives a homework
3. The teacher gives reflection towards the teaching and learning process today
4. The teacher gives a preview of upcoming material

J. Roles of the Teacher and Students:

- a. Teacher's roles: as a model, participant, observer, facilitator
- b. Students' roles: as a group member, a partner

K. Setting: Individual work, pair work, team work

L. Teaching Media: flashcards, recording

M. Learning Resources:

- Oxford Dictionary
- Cambridge Dictionary
- Other Dictionaries
- Permendiknas
- BSE; *Interlanguage and Developing English Competencies*
- Websites
-

N. Assessment

1. Speaking performance

Magelang, 10th October 2012

Acknowledged by:

Teacher,

Researcher,

Rudi Harsono, S.S

Adi Kurniawan

LESSON PLAN 3

A. Identity of the Lesson

1. Subject : English
2. School : SMA N 1 Muntilan
3. Grade/Semester : XI/1

B. Standard of Competency

3. Expressing the meaning in the formal sustained transactional and interpersonal dialogue in terms of daily life.

C. Basic Competency

- 3.2. Expressing the meaning in the formal sustained transactional and interpersonal dialogue in spoken language accurately, fluently, and acceptably in terms of daily life including expressing advice and warning.

D. Indicators

Students are able to:

1. Identify the expression of giving advice and warning.
2. Respond the expression of giving advice and warning
3. Use the expression of giving advice and warning in short conversation.
4. Use infinitive/verb phrases, noun/noun phrases, and adjectives appropriately and contextually.
5. Pronounce contextual words correctly.
6. Use correct structure in giving advice and warning.

E. Instructional Objectives

At the end of the lesson, students are able to:

1. Identify the expression of giving advice and warning.
2. Respond the expression of giving advice and warning.

3. Use the expression of giving advice and warning in short conversation.
4. Use infinitive/verb phrases, noun/noun phrases, and adjectives appropriately and contextually.
5. Pronounce contextual words correctly.
6. Use correct structure in giving advice and warning.

F. Instructional Materials

1. Topic: Healthy
2. Input text: Dialogues about “speech preparation” and “drug in discussion”
3. Key Vocabulary: take, medicine, healthy, sick, dosage, okay, etc.
4. Key Structures:
 - I suggest you that + clause.
 - I advise you to + infinitive phrase.
 - It is better for you to + infinitive phrase.
5. Key Pronunciation: dosage, regularly, medicine, should, etc.

G. Time Allocation: 2 x 45 minutes

H. Teaching Method: Based on the Contextual-Communicative Model of EFL Teaching-Learning

I. Teaching Learning Activities (The whole teaching materials are attached)

a. Pre-teaching

1. The teacher greets students
2. The teacher responds to students’ greeting
3. The teacher asks students’ condition
4. The teacher review at glance the last material
5. The teacher asks whether any questions about the last material

b. Whilst-teaching

- Warming up

1. The teacher explains the goal of teaching today
 2. The teacher gives students the outline of material today
 3. The teacher delivers some warming up questions to the students.
 4. The teacher plays a recording (i.e. recording 1) to be listened by the students.
 5. The students are asked to tell what the characters in dialogue are talking about.
 6. The teacher delivers some questions related to the dialogue.
- Comprehension focus
 1. Working individually, students listen to a recording about tourism objects
 2. They match the information in column A and column B.
 3. Work in groups, Do Numbered-Heads-Together:
 - They answer questions related to the input text.
 - They find out the meanings of given words related to the topic.
 4. Do Numbered-Heads-Together: They present their work and compare it to other group.
 - Language focus
 1. Individually, students listen and practice to several examples of giving advice and giving warning.
 2. In groups, students listen to a dialogue of two students who talks about drugs and identify the use of asking-for-opinion expressions and giving-opinion expressions.
 3. Students fill the blanks to complete the incomplete dialogue in task 3.
 4. Using a set of flashcard, students play Fan-n-Pick which has been modified.
 - Communication focus
 1. In groups, students make a dialogue based on given clues.
 2. In pairs, students practice the dialogue in their tables and perform the dialogue in front of the class.
 3. Individually, the students deliver their reflections in front of the class.

c. Post-teaching

1. The teacher summarizes the material given
2. The teacher gives a homework
3. The teacher gives reflection towards the teaching and learning process today

J. Roles of the Teacher and Students:

- a. Teacher's roles: as a model, participant, observer, facilitator
- b. Students' roles: as a group member, a partner

K. Setting: Individual work, pair work, team work

L. Teaching Media: flashcards, recording

M. Learning Resources:

- Oxford Dictionary
- Cambridge Dictionary
- Other Dictionaries
- Permendiknas
- BSE; *Interlanguage and Developing English Competencies*
- Websites

N. Assessment

1. Speaking performance

Magelang, 10th November 2012

Acknowledged by:

Teacher,

Researcher,

Rudi Harsono, S.S

Adi Kurniawan

LESSON PLAN 4

A. Identity of the Lesson

1. Subject : English
2. School : SMA N 1 Muntilan
3. Grade/Semester : XI/1

B. Standard of Competency

3. Expressing the meaning in the formal sustained transactional and interpersonal dialogue in terms of daily life.

C. Basic Competency

- 3.2. Expressing the meaning in the formal sustained transactional and interpersonal dialogue in spoken language accurately, fluently, and acceptably in terms of daily life including expressing advice and warning.

D. Indicators

Students are able to:

1. Identify the expression of giving advice and warning.
2. Respond the expression of giving advice and warning.
3. Use the expression of giving advice and warning in short conversation.
4. Use infinitive/verb phrases, noun/noun phrase and adjectives appropriately and contextually.
5. Pronounce contextual words correctly.
6. Use correct structure in giving advice and warning.

E. Instructional Objectives

At the end of the lesson, students are able to:

1. Identify the expression of giving advice and warning.
2. Respond the expression of giving advice and warning.

3. Use the expression of giving advice and warning in short conversation.
4. Use infinitive/verb phrases, noun/noun phrases and adjectives appropriately and contextually.
5. Pronounce contextual words correctly.
6. Use correct structure in giving advice and warning.

F. Instructional Materials

1. Topic: Electricity Use
2. Input text: Some conversations
3. Key Vocabulary: electricity, wisely, careful, suggest, advise, etc.
4. Key Structures:
 - I suggest you that + clause?
 - I advise you to + infinitive phrase?
 - It is better for you to + infinitive phrase?
 - Infinitive + noun phrase / preposition phrase
 - Don't + infinitive + noun phrase / preposition phrase
 - Don't + be + adjective / adverb
5. Key Pronunciation: highland, appreciation, ancient, legend, etc.

G. Time Allocation: 2 x 45 minutes

H. Teaching Method: Based on the Contextual-Communicative Model of EFL Teaching-Learning

I. Teaching Learning Activities (The whole teaching materials are attached)

a. Pre-teaching

1. The teacher greets students
2. The teacher responds to students' greeting
3. The teacher asks students' condition
4. The teacher reviews at glance the last material
5. The teacher asks whether any questions about the last material

6. The teacher explains the goal of teaching today
7. The teacher gives outline the material today

b. Whilst-teaching

- Warming up
 1. The teacher explains the goal of teaching today
 2. The teacher gives students the outline of material today
 3. The teacher delivers some warming up questions to the students.
 4. The teacher plays a recording (i.e. recording 1) to be listened by the students.
 5. The students are asked to tell what the characters in dialogue are talking about.
 6. The teacher delivers some questions related to the dialogue.
- Comprehension focus
 1. Sitting in groups, students listen to a dialogue between Erica and her uncle when they are waiting for seeing a doctor. The recording is played several times in accordance to the students' need.
 2. The students work in groups. Do Numbered-Heads-Together:
 - a. They do task 1:

They determine whether the sentences are correct or false based on the recording.
 - b. They do task 2:

They rearrange a set of jumbled indirect dialogue into a good order.
 3. Students are called to show their groups' works based on Numbered-Heads-Together technique.
- Language focus
 1. Students listen some expressions of giving advice and warning and they practice to utter them in correct spelling and intonation.
 2. In groups, students listen to several dialogues to finish task 3.
 3. They administer cloze test in task 3. Task 3 contains several incomplete dialogues. The focus is grammatical pattern and the use of expression of giving advice and warning.
 4. The students and the teacher discuss the work in class discussion.

5. Teams-Stand-and-Share: Students make suggestions or warnings based on the pictures which are shown in the screen. Their turns are determined by a ball which is thrown by one group to another group.

▪ Communication focus

1. In groups, students make a dialogue based on given clues.
2. In pairs, students practice the dialogue in their tables and perform the dialogue in front of the class.
3. Individually, the students deliver their reflections in front of the class.

c. Post-teaching

1. The teacher summarizes the material given
2. The teacher gives reflection towards the teaching and learning process today

J. Roles of the Teacher and Students:

- a. Teacher's roles: as a model, participant, observer, facilitator
- b. Students' roles: as a group member, a partner

K. Setting: Individual work, pair work, team work

L. Teaching Media: flashcards, recording

M. Learning Resources:

- Oxford Dictionary
- Cambridge Dictionary
- Other Dictionaries
- Permendiknas
- BSE; *Interlanguage and Developing English Competencies*
- Websites

N. Assessment

1. Speaking performance

Magelang, 10th November 2012

Acknowledged by:

Teacher,

Researcher,

Rudi Harsono, S.S

Adi Kurniawan

HAND-OUTS

Hand-Out 1

Global Warming

Asking for and Giving Opinion

Examples of Asking for and Giving Opinion

A. Asking for Opinion

- What do you think?
- What's your opinion?
- What are your ideas?
- Do you have any thought on that?
- How do you feel about that?

B. Giving Opinion

- I think we should get a new car
- I don't think we need one.
- I believe that smoking should be outlawed.
- I don't believe that it should be illegal.
- In my opinion, "Gone with the Breeze" is the best movie ever made.
- I feel that is the right thing to do.
- I don't feel that's such a good idea.

Dialogue for warming-up

Cipto and Cindy are walking on the pedestrian. They are on the way to go to campus.

Cipto : Oh...it's hot. Do you think so?

Cindy: I do. By the way, do you feel that recent daily temperatures increase?

Cipto : I agree. When we go outside, the sun is just like burning us.

Cindy: Not only that. The air is not clean too.

Cipto : You're right. I think walking on the pedestrian become more uncomfortable now.

Cindy: What's your opinion about riding bicycle? It'll save time and energy than walking.

Cipto : It's a good idea. What do you think if we buy a bike this evening?

Cindy: Do you know where to buy?

Cipto : Let's ask Janu who bought an used-bike one week ago.

A. Comprehension Focus Activities

1. Sit in groups of 3-4.
2. Listen to the recording 1 about the dialogue between Nita and her Mom. The following activity is related to the recording.

Dialogue 1 Buying a New Refrigerator

Nita accompanies her Mom to buy a new refrigerator in an electronic shop near Nita's school.

Mother : What do you think this refrigerator?

Nita : I think the other one's better, Mom.

Mother : Really? But this one's cheaper, my dear. And look at the design. It's great isn't it?

Nita : Yes, but it doesn't have an Energy Star sticker.

Mother : What sticker?

Nita : Energy Star sticker.

Mother : What does a sticker affect?

Nita : Well, the sticker tells you that the product has been checked and approved by an international body of its efficiency.

Mother : Are you sure?

Nita : I'm definitely sure, mom. All electronic appliances which have this sticker on it mean they don't waste electricity. We automatically will also save money from saving electricity.

Mother : Where did you learn that from?

Nita : From an article that I read.

Mother : Ok. We'll take the one with the Energy Star sticker on it.

3. Task 1

Work individually. Based on the dialogue, label the statements with T for correct statements or F for incorrect statements.

No.	Statements	True	False	Reason
1	Nita and her mother are at a grocery store.			
2	They are going to buy a refrigerator.			
3	Nita proposes a refrigerator with an Energy Star on it.			
4	The Energy Star sticker shows that the electronic appliance is efficient			
5	Nita's mom decides to buy a refrigerator that does not have an Energy Star sticker on it.			

4. Work in group. Listen again to the recording 1 about tourism. Discuss the reason for each answer in task 1.

5. **Task 2**

What are the synonyms of the following words based on the context?

- a. buy = ...
- b. look = ...
- c. design = ...
- d. have = ...
- e. learn = ...

6. Discussion time: Some students from the groups are called based on the numbers attached to them to answer the questions.

B. Language Focus Activities

- 1. Work in group.
- 2. Read a dialogue between Yulia and Denis.

Dialogue 2
Buying Florescent Light Bulbs

Yulia meets Denis when she will buy a new light bulb in an electronic shop near Denis' home.

Yulia : Oh, Denis! What a coincident!

Denis: Hi, Are you shopping?

Yulia : No, not really. My mom asks me to buy some light bulbs.

Denis: Are you going to buy those light bulb, but do you know that they consume more electricity than others? So, it means it will be more expensive using those bulbs.

Yulia : Really? Are you serious?

Denis: Sure. I am serious. Traditional light bulbs, just like the one you're holding, consume 67% more energy compared to compact florescent light bulbs. Traditional light bulbs waste 90% of their energy as heat. Therefore, changing to energy-efficient compact florescent bulbs can reduce annual carbon dioxide emissions by nearly 500 pounds for each bulb replaced. Moreover, compact florescent light bulbs last 10 times longer.

Yulia : Wow, I didn't know that! So, do you think I should change all the light bulbs in my house with those florescent light bulbs?

Denis: In my opinion, you should change the conventional light bulbs with the florescent light bulbs as soon as possible. As a matter of fact, I think everyone should do that. By doing so, we can reduce global warming and save money.

Yulia : Yes, you're right. I'll buy the florescent light bulbs instead of this conventional light bulbs and I'll ask my mom to change all the light bulbs in our house with the compact florescent light bulbs. Thanks for the information.

Denis: Anytime.

3. **Task 3**

Work in groups. Identify the expressions of asking and giving opinion within the dialogue

a. Asking for opinion

-
-
-

b. Giving opinion

-
-
-

4. **Task 4**

Work in groups. Fill the blanks with appropriate answers.

Denis : Sure. I am (1)..... Traditional light bulbs, just like the one you're (2)....., consume 67% more energy compared to compact florescent light (3)..... Traditional light bulbs waste 90% of their energy as heat. (4)....., changing to energy-efficient compact florescent bulbs can (5) annual carbon dioxide emissions by nearly 500 pounds for each bulb replaced. Moreover, compact florescent light bulbs last 10 times longer.

Yuli : Wow, I didn't know that! So, (6) you think I should change all the light bulbs (7) my house with those florescent light bulbs?

Therefore	Serious	Do	Does
In	Reduce	holding	Bulbs

5. **Task 5**

Practice to pronounce expressions of asking and giving opinion as fluent and accurate as possible.(Monitor and evaluate each other for the pronunciation.)

a. Asking for opinion

- *What do you think of them?*
- *Do you think so?*
- *In your opinion, how should we start to prevent global warming?*
- *In your view, what are the causes?*
- *Do you have other opinions about the effects of global warming?*

b. Giving opinion

- *I think human is the one who has the greatest responsibility for the global warming.*
- *In my view, we are really dependent on fossil fuel now.*
- *In my opinion, people should change their way of life.*
- *Personally, I disagree with your opinion.*

6. **Task 6**

Fan-n-Pick: hold 3-4 cards and ask your group mates for their opinion about the pictures in your cards. Do the question-answer session in turn.

C. Communication Focus Activities

1. Task 7

Make a dialogue based on the given clues.

Groups of 3		Groups of 4	
Situation: Amin, Ari, and Jati are in the library. They talk about the best duration for watching TV every day.		Situation: Indra, Candra, Eka, and Gilang are sitting in front bench outside the class. They talk about their school plan to install AC in every classroom.	
Stimulation	Respond	Stimulation	Respond
Amin Amin greets student 2.	Ari Ari responds to Amin's greeting.	Indra Indra asks Candra and Eka whether they know the latest school plan.	Eka Eka doesn't know the plan.
Amin Amin asks Ari's activities during school holiday.	Ari Ari tells he just stayed home and watched TV a lot.	Candra Candra asks Indra to know the news.	Eka Eka makes a guess that the plan is about AC installation.
Jati Jati comes and greets Amin and Ari. He/she involves in the conversation	Amin & Ari (together) Amin & Ari respond to student Jati's greeting.	Candra Candra clarifies Eka's answer to Indra.	Indra Indra says that Eka's guess is correct.
Amin Amin asks for Jati's opinion about watching TV all days in the holiday.	Jati Jati gives his/her opinion that it is wasting time.	Gilang Gilang hears the conversation between Indra, Candra, and Eka. He asks for Indra's opinion about the plan.	Indra Indra thinks that it is good idea.
Jati Jati asks for Ari's opinion about his/her view on his/her own habit in his/her holiday.	Ari Ari gives his/her opinion that his/her habit increases the bill and the effect of global warming too.	Gilang Gilang strengthen Indra's opinion that the classrooms will become cool.	Candra Candra disagree with Indra's and Gilang's opinion.
Jati Jati asks for Ari's opinion about the best duration to watch TV every day.	Ari Ari thinks that watching TV for 4 hours in a day are good.	Gilang Gilang asks for Eka's opinion.	Eka Eka states that he has same answer with Candra.
Ari Ari asks for Amin's opinion about the best	Amin Amin disagrees with Ari's opinion. Amin says that	Indra Indra asks Eka and Candra for the reason of	Candra. Candra thinks that installing AC will make

duration to watch TV every day.	watching TV for 2 hours in a day are enough.	refusing the use of AC.	the school fee more expensive.
Jati Jati says that no TV will be much better to stop global warming.		Eka Eka adds Candra's opinion that AC will produce gasses that destroy ozone layer.	Gilang Gilang doesn't understand what will happens if the layer is damaged.
Amin = 5 Ari = 5 Jati = 5	15 turns	Eka Eka thinks that when the ozon layer is damaged, UV light and more heat from the sun will come into the earth.	Candra Candra thinks that more UV light and heat increase the global warming phenomenon
		Gilang Gilang thinks that there are good side and bad side in using AC. Gilang asks for Indra's opinion.	Indra Indra agrees with Gilang's opinion
		Indra = 5 Candra = 5 Eka = 5 Gilang = 5	20 turns

2. Understand the content of your dialogue.
3. Perform the dialogue in front of the classroom.

Reflection

1. What do you learn today?

.....

2. What do you like?

.....

3. What do you dislike?

.....

4. What do you want to learn more?

.....

.....

Hand-Out 2

Tourism Objects

Expressing Satisfaction and Dissatisfaction

Examples of Expressing Satisfaction and Dissatisfaction

A. Expressing Satisfaction

- ...very pleased with...
-satisfied with...
- Great!

B. Expressing Dissatisfaction

- ...displeased with...
-dissatisfied with...
- Horrible!

Dialogue 1

Andi meets Retno after Retno's return from her vacation.

Andi : Retno, I thought you were on vacation.

Retno: You know, I got back early.

Andi : Why?

Retno: Well, I didn't really enjoy being there.

Andi : What happened?

Retno: Well, the museum was very dirty, and when I got there it was raining heavily.

Andi : Then?

Retno: What made it worse was the hotel where I stayed had a bad service.

Andi : You seem to be unhappy with your vacation.

Retno: Yes. I'm quite displeased about it.

Andi : But at least you're very happy to meet your grandparents.

Retno: Right. I was satisfied with the visit.

Vocabulary

thought (n)	/θɔ:t/	heavily (adv)	/'hev.i.li/
vacation (n)	/və'keɪ.ʃən/	got there (v-adv)	/gɒt ðer/
got back (v-adv)	/gɒt bæk/	hotel (n)	/h əʊ 'tel/
happened (v)	/hæp. ənd/	a bad service (v-n)	/ə bəd 'sɜ:.vɪs/
museum (n)	/mju:'zi:əm/	unhappy (adj)	/ʌn'hæp.i/

quite (adv) / kwait/

A. Comprehension Focus Activities

1. Listen to the recording 2. The following activity is related to the recording.

Dialogue 2

Denis comes to Anna's house. Anna has come back from her vacation.

Denis: Anna, where have you been? I've been looking for you for the past six days.

Anna : I just got back from Pacitan with my family.

Denis: Really? So you had your vacation there?

Anna : Well, actually I was visiting my uncle's family. But, I also visited some caves there.

Denis: Did you have fun?

Anna : Absolutely. The caves are great and so challenging.

Denis: Don't tell me you went deep to the caves!

Anna : Yes, I did. It was awesome. I'm really content with my trip.

Denis: Oh, I wished I had been there too.

Anna : But, the flat tire ruined our way home. It was frustrating since we were in the middle of nowhere.

Denis: How terrible it was!

Anna : Yes. But, you should go there sometime.

Denis: I know it. I wonder it must be amazing.

2. Work in groups. Do Numbered-Heads-Together

a. **Task 1**

Listen to the recording 2. Determine whether the statements are true or false based on the dialogue.

No.	Statements	True	False	Reason
1.	Anna is still on vacation.			
2.	Denis didn't enjoy on his vacation			
3.	Anna visited her uncle's family.			
4.	The caves were so challenging.			
5.	Anna's family got flat tire in the way on their trip.			

- b. Students are called based on the numbers attached to them to answer the questions.

B. Language Focus Activities

3. **Task 2**

Listen to the recording 3 and practice to say the expressions of satisfaction and dissatisfaction.

a. Expressions of satisfaction

Informal	Formal
Superb! Great! Terrific! Fantastic! Smashing!	...very pleased with... ...content with... ...satisfied with... ...very delighted with...

b. Expressions of dissatisfaction

Informal	Formal
Horrible! Very sad! Annoying! Disappointing! Frustrating!	...displeased with... ...discontented with... ...dissatisfied with... ...disappointed with...

4. **Task 3**

Listen to dialogue 2 again. Write down the expression of satisfaction or dissatisfaction from the dialogue.

a. Expression of satisfaction

-
-

b. Expression of dissatisfaction

-
-

5. **Task 4**

Work in group. Listen to the recording 3. Fill in the blanks with appropriate answers based on the recording. (grammatical focus)

Dialogue 3

Ardi has just come back from her vacation in Bali. Vicky wants to know his experience.

Vicky: How was your vacation in Bali?

Ardi : It was terrific! The beaches are beautiful and the sun set from Tanah Lot is magnificent.

Vicky: Really? What else did you do there?

Ardi : Oh, I went parasailing! It was the most breath-taking thing I've ever done.

Vicky: Wow, it must be a very fun trip for you.

Ardi : Yes, I'm very satisfied with my vacation there. You should go there.

Vicky: Yes, I think I'll do that.

The Task

Ardi has just come back from her vacation in Bali. Vicky wants to know his experience.

Vicky: How was your (1) in Bali?

Ardi : It (2) terrific! The beaches are beautiful and the sun set (3) Tanah Lot is magnificent.

Vicky: Really? What else did you (4) there?

Ardi : Oh, I (5) parasailing! It was the most breath-taking thing I've ever (6)

Vicky: Wow, it must (7) a very fun trip for you.

Ayu : Yes, I'm very (8) with my vacation there. You should go there.

Vicky: Yes, I (9) I'll do that.

6. Task 5

Circle the Sage:

- a. The Sage holds 2 to 3 cards and tells the information of every picture. Ask your friends to guess the pictures you are talking about. The guessers should use the expression of giving opinion.

Use the following clues to tell the information

- Location
- Type of the tourism object (natural, culture, technology, heritage, etc)
- The characteristics (big, small, large, unique etc)
- The outstanding thing
- The function in the past or present

The sage (Amin) says,

“It is in Jakarta. It is technology-based tourism object. It is large and full of technology. It has big screen to watch movies about universe. We can watch movies about planets, stars, asteroid, etc there. What is it?

Guesser 1 (Joko) says, “**I think** it is TMII”.

Guesser 2 (Jati) says, “**In my opinion**, it is Planetarium”.

Guesser 3 (Candra) says, “**In my view**, it is Taman Pintar”.

The Sage (Amin) says,

“Thank you for your effort, Joko (guesser 1) – [Guesser 1 delivers wrong answer]

“You are right, Jati (guesser 2)”. (guesser 2) – [Guesser 2 delivers **correct** answer]

“Nice try, Candra (guesser 3)”. (guesser 3) – [Guesser 3 delivers wrong answer]

- b. If the ones who do not hold the card guess correctly, he/she and the rest of group mates should ask questions to the sage in turn. (Every member should ask 1-2 questions only). Ask for:
- Whether the sage has ever visited the place or not.
 - What the sage liked/What the sage disliked.
 - What the sage feel when he/she was in the tourism object.

Guesser 1 (Joko) asks the Sage (Amin), “Have you ever visited Planetarium?”

The Sage (Amin) replies, “Yes, I have”. (the answer should be “yes”)

Guesser 2 (Jati) asks the Sage (Amin), “What did you like and dislike?”

The Sage (Amin) replies, “I liked the movies but I disliked the queue for getting the ticket”.

Guesser 3 (Candra) asks the Sage (Amin), “What was your feeling of being there?”

The Sage (Amin) replies, “I felt **very satisfied** there.”

C. Communication Focus Activities

Task 6

1. Create a dialogue in teams and practice it in pairs based on one of the given scenarios.

Scenario 1

You visited Monas and you were in a queue to enter the museum. However, the museum was closed just when it was your turn. You were very disappointed.

Scenario 2

You went on a tour, but the places you visited were the same with the one last year. You felt very bored and disappointed.

Scenario 3

The lake that you visited was splendid. You feel like staying there.

Scenario 4

The zoo that you visited has a limited number of animals and it's very dirty. You decided not to go there again.

Scenario 5

The botanical garden in Bogor was amazing. You have a great time being there.

2. Understand and remember the content of your dialogue.
3. Perform the dialogue in front of the classroom without script.

Reflection

1. What do you learn today?

.....
.....

2. What do you like?

.....
.....

3. What do you dislike?

.....
.....

4. What do you want to learn more?

.....
.....

Hand-Out 3

Health Problems

Giving Suggestions and Warnings

Examples of Giving Advice and Warning

- Giving advice
 - I think you should take the medicine.
 - If I were you, I'd to wait the rain over.
 - You'd better not to go home late.
 - I don't think you should go in rain.
- Giving warning
 - Be careful of the dosage.
 - Make sure you understand the dosage.

Task 1

Listen to recording 1. Pay attention to how Rika's Mom gives advice and warning to Rika.

Rika's Mom calls Rika to ensure that Rika has taken her medicines.

Rika's Mom : Rika, come here.

Rika : Yes, Mom. What's the matter?

Rika's Mom : Have you taken your medicines? You should take them regularly.

Rika : Alright. I'll take them regularly.

Rika's Mom : Be careful of the dosage.

Rika : Okay, Mom.

Keywords

What's the matter? /wɒts ðə 'mæt.ə r/

Taken (from take) /'teɪ.k ə n/

Medicine /'med. ɪ .sən/

Careful /'keə.f ə l/

Dosage /'dəʊ.sɪdʒ/

A. Comprehension Focus Activities

1. Listen to the recording 2.

Agus greets Tommy who is busy in finding sources for his speech the next day.

Agus : Hi, what are you doing?

Tommy : I'm trying to find sources for the speech in class tomorrow. Have you prepared for it?

Agus : Yes, I have.

Tommy : What is the topic for your speech?

Agus : Well, it's about drug.

Tommy : What kind of speech is it?

Agus : It's an argumentative speech suggesting that students should receive drugs free educational at school.

Tommy : Wow. That's an interesting topic. So do you suggest that the teachers should give drugs free education?

Agus : Actually, it doesn't have to be the teachers. Anyone from the health department, the police, or any non-government organization that concerns with drug abuse can give the education.

Tommy : I see. But I think the government should organize it with them to give information on drug.

Agus : It's a good idea.

Tommy : And the program should be held at school?

Agus : Right. And all school should receive this program.

Tommy : But do you think the program will be effective to keep students away from drugs after their participation?

Agus : Yes, I think so. They, at least, will think twice before trying it.

Tommy : Anyway, make sure tomorrow you bring visual aids for your speech.

Agus : Thanks for reminding me.

Tommy : Anytime.

Task 2

Work in group. Do Numbered-Heads-Together. Match the information in column A with column B. Every member answers 3 questions:

- Member 1 answers question 1, 2, 3
- Member 2 answers question 3, 4, 5
- Member 3 answers question 5, 6, 1
- Member 4 answers question 2, 4, 6

No	Column A		Column B
1	Agus and Tommy have to deliver speech		a. drug free education
2	Tommy is seeking for		b. at school the next day
3	Agus proposes that students should get at school.		c. for his speech
4	Tommy thinks that government shouldwith any party which concerns with drug abuse.		d. think further
5	By joining the program, students will before trying drugs.		e. organize the program
6	Tommy reminds Agus to bring		f. free drugs
			g. sources
			h. visual aids

2. Discuss your answer with your group mates so there is one consensus of group work.
3. Students are called based on the numbers attached to them to answer the questions.

B. Language Focus Activities

4. Listen and practice to give advice and warning.

Advising		Warning
To Do Something	Not to Do Something	
➤ I think you should	○ I don't think you should	• Look out!
➤ If I were you, I'd	○ I wouldn't if I were you.	• Be careful of
➤ You'd better	○ You'd better not	• Make sure you
➤ Take my advice and.....	○ I wouldn't advice	• Watch out for

Task 3

5. Work in groups. Do Numbered-Heads-Together. Listen to recording 3. Fill the blanks with appropriate answers. Every member answers 3 questions:
 - Member 1 answers question 1, 2, 3, 4
 - Member 2 answers question 4, 5, 6, 7
 - Member 3 answers question 7, 8, 9, 10

- Member 4 answers question 1, 4, 7, 10

Recording 3

Panji and Benny are talking about drugs when they watch news about drugs.

Panji : Do you think we need to know about drugs?

Benny : Yes, I think everyone should know about it especially teenagers.

Panji : Why is that?

Benny : Well, drugs have side effects and that it can be harmful.

Panji : Where do you think children should learn all of that knowledge from?

Benny : In my opinion, their family and teachers are the one should inform them.

Panji : Yeah, I guess you're right. They are closest people around them.

Benny : By the way, do you know that we can get addicted only after the first try?

Panji : Really?

Benny : That is certainly true, so if I were you I wouldn't even touch it.

Panji : Don't worry I wouldn't even get near it.

Benny : Good. Make sure you don't get persuaded or attracted by it.

Panji : Don't worry. I will not.

The Task

Panji and Benny are talking about drugs when they watch a news about drugs.

Panji : (1) we need to know about drugs?

Benny : Yes, I think everyone (2) about it especially teenagers.

Panji : Why is that?

Benny : Well, drugs have side effects and that it can be (3)

Panji : (4) children should learn all of that knowledge from?

Benny : In my opinion, their family and teachers are (5) inform them.

Panji : Yeah, I (6) you're right. They are closest people around them.

Benny : By the way, do you know that we can get addicted only after (7) ?

Panji : Really?

Benny : That is certainly true, so if (8) you I wouldn't even touch it.

Panji : Don't worry I wouldn't even get near it.

Benny : Good. (9) you don't get persuaded or attracted by it.

Panji : Don't worry. (10)

6. Discuss your work with your group mates so there is one consensus of group work.
Consider the components of a good dialogue.

Task 4

7. Fan-n-Pick (added with pair-the-cards):
 - a. Hold some cards containing clues.
 - b. Take a card from your group mates.

- c. Tell your group mates your problem based on the clues in your cards.
- d. Your group mate gives suggestion based on clues of his/her cards.
- e. Your friend who can give appropriate advice related to your problem deserves to take your card containing your problem.
- f. Play the game till the last pair.
- g. The group member who can collect most pairs of the cards is regarded as the best advisor.

C. Communication Focus Activities

Task 5

Choose one situation. Understand the situation and make the dialogue.

Situation 1:

You and your friend are on the way home from Solo. Your friend is the rider and you are the passenger. Unfortunately, your friend gets dizzy because of dehydration. You advise him to take a rest for a while. Your friend accepts your advice and stops in a shaded place. In addition, you advise him to take a medicine and you want to buy it for him.

Situation 2:

You and your friend are doing an assignment together in your home. But because the assignment is a little bit difficult, your friend suddenly gets headache. You advise him to take a nap for a while. In addition, you advise him to eat because hunger makes him less concentrated. Your friend accepts your suggestion.

Play Team-Pair-Solo.

1. Team
 - a. Every team gets a situation they should make into a dialogue between 2 persons.
 - b. The teams make a 1-minute dialogue in their tables.
 - c. Every member contributes in the process of making dialogue.
2. Pair
 - a. The pairs practice the dialogue.
 - b. The pairs perform the dialogue in front of the class.
 - c. Another pair from the same group should help the performing pair to remind the missing point.
3. Solo
 - a. Every member tells his/her role in the dialogue after the performance.

- b. He/she should also the reflection (strength and weakness) on his/her performance.

Reflection

1. What do you learn today?

.....
.....

2. What do you like?

.....
.....

3. What do you dislike?

.....
.....

4. What do you want to learn more?

.....
.....

Hand-Out 4

Problems in Our Life

Giving Suggestions and Warning

Examples of Giving Advice and Warning

- Giving advice
 - I think you should turn off your computer.
 - If I were you, I'd to use the AC wisely.
 - You'd better not to smoking in an air-conditioned room.
 - I don't think you should turn on the unused lamp.
- Giving warning
 - Be careful of high voltage electricity.
 - Plug out the cable from the socket.

Dialogue 1

Ardi's Mom calls Ardi to turn off an unused lamp.

Ardi's Mom : Rika, come here.

Ardi : Yes, Mom. Is there any problem?

Ardi's Mom : Did you turn on the lamp? You should turn it off if you don't use the room anymore.

Ardi : Alright. I'll remember that.

Ardi's Mom : We should use electricity wisely.

Ardi : Okay, Mom.

Keywords

Electricity

Wisely

Careful

Suggest

Advise

A. Comprehension Focus Activities

1. Listen to the dialogue 2.

Erica and her uncle are in an air-conditioned room. Erica warns her uncle not to smoke in the air-conditioned room.

Uncle: Wow! How comfortable this room is.

Erica : Yes, sure. This is an air-conditioned room. Everyone should stay here before seeing a doctor. But sorry, look at the warning on the wall. You are warned of the danger of smoking cigarette in this room.

Uncle: Thanks a lot, dear. I didn't see it. By the way, your cellular phone is still on too. It must not be active.

Erica : Oh, no. There is no prohibition of turning on our cellphone. But

Uncle: But why don't you use vibration? The sound can disturb others.

Erica : Thank you, Uncle. I'll change the sound to vibration.

Uncle: Anyway, how long should we wait our turn? We have been here for half an hour.

Erica : Be patient, please. We have our turn after that lady.

Task 1

Work in group. Do Numbered-Heads-Together. Determine whether the statements true (T) or false (F). Every member answers 3 questions:

- Member 1 answers question 1, 2, 3
- Member 2 answers question 2,3,4
- Member 3 answers question 4,5,6
- Member 4 answers question 5,6,1

No	Statements	T or F
1	Erica and her uncle are waiting for seeing a doctor.	
2	The room is very convenient.	
3	Erica's uncle is not a smoker.	
4	The clinic gives sign of turning off the cellphone.	
5	Erica and her uncle have been in the clinic for 30 minutes.	
6	Erica and her uncle should see the doctor before a woman.	

Task 2

Work in group. Do Numbered-Heads-Together. Rearrange the jumbled indirect dialogue into good indirect dialogue. Every member should hold 2-3 cards

- Member 1 holds no. 1 & 2
- Member 2 holds no. 3 & 4 (or 3, 4, 7 for group of 3)
- Member 3 holds no. 5 & 6 (or 5,6, 8 for group of 3)
- Member 4 holds no. 7 & 8

1	Erica's uncle said that the room was comfortable.
2	Erica told her uncle that their turn was after a lady

3	Erica said that she was sure that she and her uncle were in an air-conditioned room. She also warned her uncle of the danger of smoking cigarette in that room.
4	Erica said that she would follow her uncle's suggestion.
5	Erica found there was no prohibition of using cellular phone.
6	Erica's uncle wanted to know from Erica how long they should wait.
7	Erica's uncle suggested Erica to use vibration-mode in her phone.
8	Erica's uncle said thanks to Erica. He also reminded Erica that her cellphone should be non-active.

2. Discuss your answer with your group mates so there is one consensus of group work.
3. Students are called based on the numbers attached to them to answer the questions.

B. Language Focus Activities

4. Listen and practice to give advice and warning.

Advising		Warning
To Do Something	Not to Do Something	
➤ I think you should	○ I don't think you should	• Look out!
➤ I suggest that	○ I wouldn't if I were you.	• Be careful of
➤ I advise ... to	○ You'd better not	• Make sure you
➤ Why don't you	○ I wouldn't advice to	• Watch out for

Task 3

5. Work in groups. Do Numbered-Heads-Together. Fill the blanks with appropriate answers. Every member answers 5 questions. Odd-numbered members answer odd-numbered questions and even-numbered members answer even-numbered questions:
 - Member 1 answers question 1, 3, 5, 7, 9
 - Member 2 answers question 2, 4, 6, 8, 10
 - Member 3 answers question 1, 3, 5, 7, 9
 - Member 4 answers question 6, 7, 8, 9, 10

Key answer

1. Mrs Vita : Dicky, come here.
Dicky : Yes, Mam. What's the matter?

- Mrs Vita : Your mark is still low. Why don't you study hard?
 Dicky : Alright. I'll try to do the best.
 Mrs Vita : Okay. Good luck.
2. Linda : How about going out to night?
 Bryan : I'd love to, but my mother advised me not to go out to night.
3. Kent : Did you hear that Ryan had been warned by Mrs Emma for using bad language?
 Abdul : Yes, I often advise him to use polite and good language.
4. Mother : I suggest that you take enough rest. It is already 11 p.m. You've studied for 3 hours.
 Bambang : Yes, thank you. I'll finish my reading soon.
5. Rini : Daddy, if I'm not mistaken, you have a meeting at 8 o'clock. You should hurry up because it is 7 o'clock now.
 Father : Okay, dear. Thanks. See you.

The Task

1. Mrs Vita : Dicky, come here.
 Dicky : Yes, Mam. What's the matter?
 Mrs Vita : Your mark is still low. Why (1) study hard?
 Dicky : Alright. I'll try to do (2) best.
 Mrs Vita : Okay. Good luck.
2. Linda : (3) about going out to night?
 Bryan : I'd love to, but my mother (4) not to go out to night.
3. Kent : Did you hear that Ryan (5) warned by Mrs Emma for using bad language?
 Abdul : Yes, I often (6) to use polite and good language.
4. Mother : I (7) take enough rest. It is already 11 p.m. You've studied for 3 hours.
 Bambang : Yes, thank you. I'll (8) my reading soon.
5. Rini : Daddy, if I'm not mistaken, you have a meeting at 8 o'clock. You (9) hurry up because it (10) 7 o'clock now.
 Father : Okay, dear. Thanks. See you.

6. Discuss your work with your group mates so there is one consensus of group work.
Consider the components of a good dialogue.

Task 4

7. Teams-stand-and-share (modified):
 - a. The groups are shown some pictures on the screen. (the pictures contain phenomena in human life)
 - b. They should make suggestion to do or not to do something or giving warning based on the pictures. (the suggestion is a chain of the words delivered by the groups in turn, therefore each group is allowed to deliver 1-2 words)
 - c. The groups use a ball to decide which group will continue the previous word(s)
 - d. If the complete statements have loaded 8 words or more, the chain-making will be ended. Then they make new chain based on new pictures shown on the screen.
 - e. The group(s) which cannot complete or finish the statements with correct words should go to in front of the class. They should deliver their own suggestion about the pictures or about their class.

C. Communication Focus Activities

Task 5

Choose one situation. Understand the situation and make the dialogue.

Situation 1:

You and your friend are on the way home from Solo. Your friend is the rider and you are the passenger. Unfortunately, your friend gets dizzy because of dehydration. You advise him to take a rest for a while. Your friend accepts your advice and stops in a shaded place. In addition, you advise him to take a medicine and you want to buy it for him.

Situation 2:

You and your friend are doing an assignment together in your home. But because the assignment is a little bit difficult, your friend suddenly gets headache. You advise him to take a nap for a while. In addition, you advise him to eat because hunger makes us less concentrated. Your friend accepts your suggestion.

Play Team-Pair-Solo.

1. Team
 - a. Every team gets a situation they should make into a dialogue between 2 persons.
 - b. The teams make a 1-minute dialogue in their tables.
 - c. Every member contributes in the process of making dialogue.
2. Pair
 - a. The pairs practice the dialogue.
 - b. The pairs perform the dialogue in front of the class.
 - c. Another pair from the same group should help the performing pair to remind the missing point.
3. Solo
 - a. Every member tells his/her role in the dialogue after the performance.
 - b. He/she should also the reflection (strength and weakness) on his/her performance.

Reflection

1. What do you learn today?

.....
.....

2. What do you like?

.....
.....

3. What do you dislike?

.....
.....






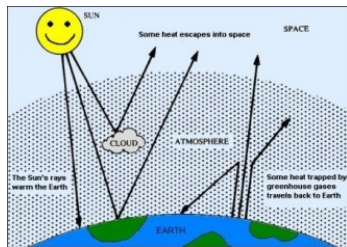




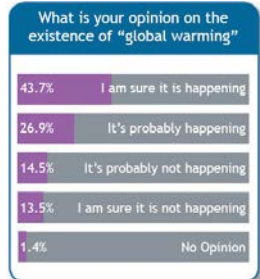

4. What do you want to learn more?

.....
.....









MEDIA

CARDS

Cards of Global Warming

	<p>Keywords:</p> <ul style="list-style-type: none">• Vehicles• Traffic signs• Crowded• Traffic jam• Stress• Riders and drivers	 <table><caption>What is the cause of global warming?</caption><tr><th>Percentage</th><th>Response</th></tr><tr><td>26.4%</td><td>Human behavior</td></tr><tr><td>25.6%</td><td>Natural climate cycles</td></tr><tr><td>25.2%</td><td>Both human & natural causes</td></tr><tr><td>18.4%</td><td>I don't believe it's happening</td></tr><tr><td>4.3%</td><td>Unsure</td></tr></table>	Percentage	Response	26.4%	Human behavior	25.6%	Natural climate cycles	25.2%	Both human & natural causes	18.4%	I don't believe it's happening	4.3%	Unsure	<p>Keywords:</p> <ul style="list-style-type: none">• Human behaviour• Nature• Factory• Volcano activities• War• CFC gases
Percentage	Response														
26.4%	Human behavior														
25.6%	Natural climate cycles														
25.2%	Both human & natural causes														
18.4%	I don't believe it's happening														
4.3%	Unsure														
	<p>Keywords:</p> <ul style="list-style-type: none">• Electricity equipment• Turn on/turn off• Save energy• Save money• Wise• CFC gases• Efficient		<p>Keywords:</p> <ul style="list-style-type: none">• Human's bad habit• Cigarette• Burn• Severe diseases• More heat produced• Stop smoking												
	<p>Keywords:</p> <ul style="list-style-type: none">• Polar bears and other polar animals• Melting ice• Meet• Extinction• Save• Arctic and Antarctica• Rising sea level		<p>Keywords:</p> <ul style="list-style-type: none">• Sun heat• Radiation• Ozone• Thin layer• Trapped• Warming the earth• Heat shield												
	<p>Keywords:</p> <ul style="list-style-type: none">• Electricity equipment• Turn on/turn off• Save• Energy• Money• Wise• Efficient		<p>Keywords:</p> <ul style="list-style-type: none">• Rising sea level• Many islands sink• End of human's land-based activities• Nature sign• Less land available• Trapped by water												
	<p>Keywords:</p> <ul style="list-style-type: none">• Woods• Deforestation• Plant a lot of trees• Keep the water• Land• Fresh air• Heart of the Earth		<p>Keywords:</p> <ul style="list-style-type: none">• Nuclear• Radiation• Very dangerous• Destroy the environment• Sickness• Contaminating												
 <table><caption>What is your opinion on the existence of "global warming"?</caption><tr><th>Percentage</th><th>Response</th></tr><tr><td>43.7%</td><td>I am sure it is happening</td></tr><tr><td>26.9%</td><td>It's probably happening</td></tr><tr><td>14.5%</td><td>It's probably not happening</td></tr><tr><td>13.5%</td><td>I am sure it is not happening</td></tr><tr><td>1.4%</td><td>No Opinion</td></tr></table>	Percentage	Response	43.7%	I am sure it is happening	26.9%	It's probably happening	14.5%	It's probably not happening	13.5%	I am sure it is not happening	1.4%	No Opinion	<p>Keywords:</p> <ul style="list-style-type: none">• Because of mankind• Because of nature• Responsible• Overcome• We feel / we don't feel• Higher temperature• Climate change		<p>Keywords:</p> <ul style="list-style-type: none">• Factory• Carbon / green gas• Abandon• Smoke• Fossil-fuelled machine• Unhealthy living
Percentage	Response														
43.7%	I am sure it is happening														
26.9%	It's probably happening														
14.5%	It's probably not happening														
13.5%	I am sure it is not happening														
1.4%	No Opinion														












Cards of Tourism Objects

<p>Borobudur Temple</p> 	<ul style="list-style-type: none"> ○ Magelang ○ Cultural and heritage ○ Big, large, high ○ The biggest Buddha's Temple in the world ○ To provide many explanations in the form of reliefs about the Buddhism. 	<p>Ketep Pass</p> 	<ul style="list-style-type: none"> ○ Magelang ○ Natural ○ In highland ○ Beautiful scenery of Merapi Volcano ○ To give visitors a convenient place to witness Merapi Volcano
<p>Parangtritis Beach</p> 	<ul style="list-style-type: none"> ○ Bantul ○ Natural ○ Vast, oceanic ○ Sandy beach, beautiful sunset view ○ To enjoy the magnificence of South Ocean 	<p>Kedung Kayang Waterfall</p> 	<ul style="list-style-type: none"> ○ Magelang ○ Natural ○ In highland ○ A 50-meter magnificent waterfall ○ To give visitors a chance to experience natural ambience and nature's power
<p>Keraton Yogyakarta</p> 	<ul style="list-style-type: none"> ○ Jogjakarta ○ Cultural and heritage ○ Large and sacred ○ Used to be living place for the King's family ○ To give visitors a chance to deepen their knowledge about the kingdom 	<p>Monumen Jogja Kembali</p> 	<ul style="list-style-type: none"> ○ Sleman ○ Historical ○ Great and elegant ○ Jogjakarta historical events ○ To inform the visitors about how Jogjakarta people struggled to get the independence
<p>Malioboro</p> 	<ul style="list-style-type: none"> ○ Jogjakarta ○ Trading ○ Long and famous ○ So many merchants which sell Jogjakarta exclusive souvenirs ○ To provide a great place for visitors to find many exclusive souvenirs 	<p>Tamansari</p> 	<ul style="list-style-type: none"> ○ Jogjakarta ○ Heritage ○ Large and beautiful ○ Used to be a private place for the queen and concubines to swim ○ To be one of unique places to visit because of its design and architecture

Cards of Health Problems

Problem: I - dizzy <i>Take a medicine</i>	<i>Your friend is dizzy</i> Advice: Take a medicine	Problem: Dian - sneezing - getting in rain <i>Wear jacket</i>	<i>Dian is sneezing after getting in rain</i> Advice: Wear jacket
Problem: I - headache <i>Take a rest</i>	<i>Your friend gets headache</i> Advice: Take a rest	Problem: Budi - cough - smoking <i>Stop smoking</i>	<i>Budi gets cough after smoking</i> Advice: Stop smoking
Problem: My brother - toothache <i>Not to eat hard food</i>	<i>Your friend's brother gets toothache</i> Advice: Not to eat hard food	Problem: My Mom – sprue – her mouth <i>Eat more oranges</i>	<i>Your Mom has sprue in her mouth</i> Advice: Eat more oranges
Problem: My Dad - backache <i>Use warm balm</i>	<i>Your friend's dad gets backache</i> Advice: Use warm balm	Problem: Galih - sleepy - sleeping late <i>Take a nap</i>	<i>Galih is sleepy after sleeping late</i> Advice: Take a nap
Problem: Hardika - stomachache <i>Eat regularly</i>	<i>Hardika gets stomachache</i> Advice: Eat regularly	Problem: Okky - asthma - dirty air <i>Avoid dirty place.</i>	<i>Okky gets asthma because of dirty air</i> Advice: Avoid dirty place
Problem: Beta - need to be slimmer <i>Diet</i>	<i>Beta needs to be slimmer</i> Advice: Diet	Problem: Hani - insomnia - taking a nap too long <i>Use her time to read</i>	<i>Hani gets insomnia because of taking a nap too long</i> Advice: Use her insomnia time to read
Problem: Tika - need to be fatter <i>Eat more and get relaxed</i>	<i>Tika needs to be fatter</i> Advice: Eat more and get relaxed	Problem: I - less concentrated - noise – outside <i>Move to more quiet place</i>	<i>I become less concentrated because of noise from outside</i> Advice: Move to more quiet place
Problem: I - tired <i>Take a rest</i>	<i>Your friend is tired</i> Advice: Take a rest	Problem: My skin - itchy - mosquitos <i>Smear your skin with lotion</i>	<i>Your skin becomes itchy because of mosquitos</i> Advice: Smear your skin with lotion
Problem: Doni - injury - motorcyle incident <i>Take it to the doctor</i>	<i>Doni gets injury because of an motorcycle incident</i> Advice Take it to the doctor.	Problem: Nia's face - full of acne - eating an egg <i>Avoid eating egg next time.</i>	<i>Nia's face is full of acne after eating an egg</i> Advice: Avoid eating egg next time
Problem Aldo - sprained - on his hand <i>Fix it in the massager</i>	<i>Aldo gets sprained on his hand.</i> Advice: Fix it in the masseur	Problem: My head - full of dandruff - hot day <i>Wash your head with shampoo</i>	<i>Your head is full of dandruff because of hot day</i> Advice: Wash your head with shampoo
Problem My skin - red - playing - the beach <i>Use the sun block to prevent it</i>	<i>Your friend's skin becomes red after playing in the beach</i> Advice: Use the sun block to prevent it	Problem: I - hair fall - wrong shampoo <i>Get back to your first shampoo</i>	<i>I get hair fall because of wrong shampoo</i> Advice: Get back to your first shampoo

Problem Citra - fever - going home late <i>Take the medicine and take a good rest</i>	<i>Citra gets fever after going home late</i> Advice: Take the medicine and take a good rest	Problem: Lukman - broken calf - playing futsal <i>Check his calf in the doctor</i>	<i>Lukman got broken calf when playing futsal</i> Advice: Check his calf in the doctor
---	--	--	--

			
Keywords: <i>Backache, sit uncomfortably</i>	Keywords: <i>smear, ointment</i>	Keywords: <i>balm, warm</i>	Keywords: <i>sleepy, not focus</i>
			
Keywords: <i>broken leg, bandage</i>	Keywords: <i>body shape, proportional</i>	Keywords: <i>Cold, sneezing, coughing</i>	Keywords: <i>Weak hair, hairfall</i>
			
Keywords: <i>Itchy, dirty skin</i>	Keywords: <i>headache, dizzy</i>	Keywords: <i>Sprue, eat uncomfortably</i>	Keywords: <i>Tired, relaxation</i>



Keywords
Swelling, sprained feet

Keywords:
Stone, stubbed, fall

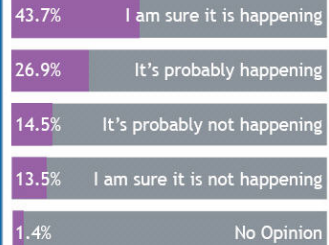
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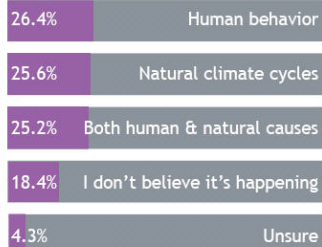
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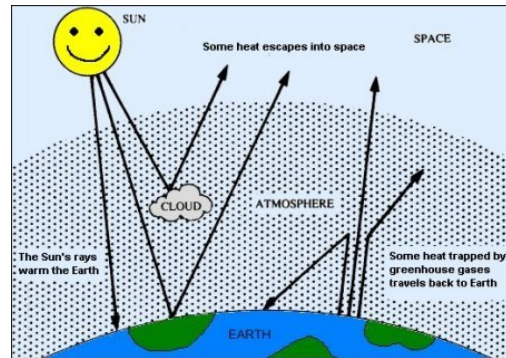


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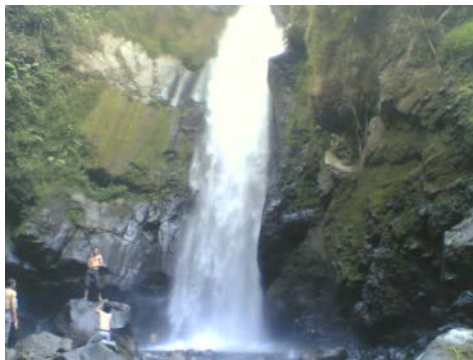
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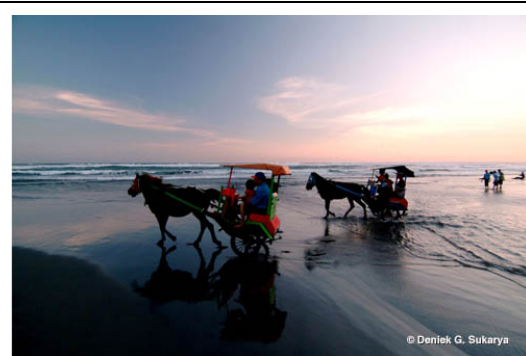
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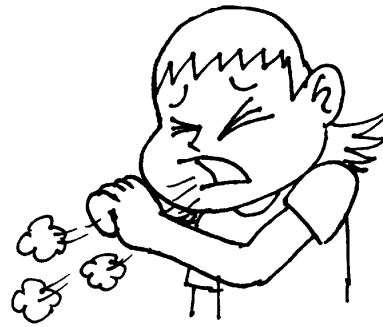
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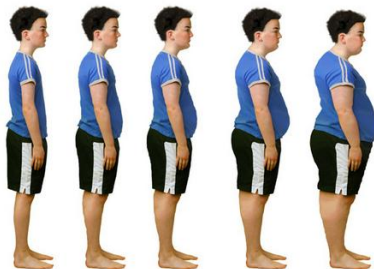
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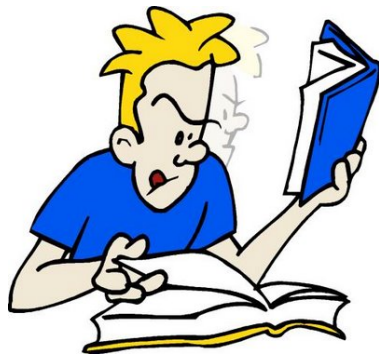
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**SPEAKING RUBRIC AND
SPEAKING PERFORMANCE SCORES**

Analytic Scale for Assessing Speaking

Aspects	Score	Indicator
Pronunciation	4.Excellent	Completely or almost completely comprehensible; pronunciation errors, rhythm and/or intonation problems do not create misunderstandings.
	3.Good	Generally comprehensible, but pronunciation errors, rhythm, and/or intonation problems may create misunderstandings.
	2.Fair	Difficult to comprehend because of numerous pronunciation errors, rhythm, and intonation problems.
	1.Poor	Practically incomprehensible.
	0.No Response	No response.
Fluency	4.Excellent	Speech is flowing smoothly and effortlessly.
	3.Good	There are some hesitation and short pauses.
	2.Fair	Speech is slow. It is disconnected and not easy to follow.
	1.Poor	Speech is not connected and very slow.
	0.No Response	No response
Vocabulary	4.Excellent	The use of wide range vocabulary creatively and effectively. Vocabulary is generally accurate and appropriate to the task; minor errors, hesitations, and circumlocution may occur

(continued)

(continued)

Aspects	Score	Indicator
Vocabulary	3.Good	The use of basic and learnt vocabulary effectively. Vocabulary is usually accurate; errors, hesitations, and circumlocutions may be frequent.
	2.Fair	Limited range of vocabulary, it is not extensive enough; inaccuracies or repetition may be frequent.
	1.Poor	Vocabulary inadequate for most basic aspects of the task, incomprehensible vocabulary
	0.No Response	No response
Grammar	4.Excellent	Able to make structures with few or no mistakes. Grammar may contain some inaccuracies, but these do not negatively affect comprehensibility.
	3.Good	Able to make basic structures with some mistakes and errors. Some grammatical inaccuracies may affect comprehensibility; some control of major patterns.
	2.Fair	Many mistakes with basic structures. Many grammatical inaccuracies may affect comprehensibility; little control of major patterns.
	1.Poor	Lack of use of structures. Almost all grammatical patterns inaccurate, except for a few memorized patterns.
	0.No Response	No Response
Interactive Communication	4.Excellent	Clarifies and continues conversation, using all or some of the following strategies without prompting: circumlocution, survival strategies, intonation, self-correction, verbal cues, gestures and mimics

(continued)

(continued)

Interactive Communication	3.Good	Uses all or some strategies, but may need occasional prompting.
	2.Fair	Uses some strategies and needs frequent prompting to develop the conversation
	1.Poor	Uses some strategies and needs frequent prompting to develop the conversation.
	0.No Response	Uses few strategies. Relies heavily on conversation partner to sustain conversation. Rarely responds even with frequent prompting.

Adapted from:

Nakatsuhara, F. 2007. *Developing a Rating Scale to Assess English Speaking Skills of Japanese*. Journal of Language & Linguistics 9 (2007) 83-103

O'Sullivan, B., Weir, C. J., and Saville N. 2002. *Using Observation Checklist to Validate Speaking-Test Tasks*. Language Testing, 19: 33-56

Anonymous. <https://bhsitalian.wikispaces.com>. Accessed on 25th August 2014.

Anonymous, <http://claudia-ericka.blogspot.com>. Accessed on 25th August 2014.

Table of Speaking Performance 1

No	The Students	R					ARS	T					ATS	Mean ((RS+TS):2)
		F	P	V	G	IC		F	P	V	G	IC		
1	Ameda	2	2	3	3	2	12	2	2	3	4	2	13	12.5
2	Amrina	3	2	3	3	2	13	3	2	3	2	3	13	13
3	Anendito	3	2	3	2	2	12	3	2	3	3	2	13	12.5
4	Candra	3	2	2	2	2	11	2	3	2	2	2	11	11
5	Dandy	2	2	3	2	2	11	3	2	2	3	2	12	11.5
6	Daqiqatul	2	2	3	3	2	12	2	3	2	3	3	13	12.5
7	Dewi	3	3	3	3	3	15	3	2	3	3	3	14	14.5
8	Elin	2	3	2	2	2	11	2	3	2	2	3	12	11.5
9	Erni	2	2	3	2	2	11	2	3	3	2	2	12	11.5
10	Fasikhan	3	2	3	2	3	13	2	2	3	2	3	12	12.5
11	Gagah	3	2	4	3	3	15	4	2	3	3	2	14	14.5
12	Hefa	2	3	3	2	3	13	3	2	2	3	3	13	13
13	Iffah	2	2	2	3	2	11	2	2	3	4	2	13	12
14	Ihsan	2	3	3	3	3	14	3	3	2	4	2	14	14
15	Juari	2	2	2	3	2	11	3	2	3	2	2	12	11.5
16	M. Havid	3	3	4	3	3	16	3	2	3	4	3	15	15.5
17	M. Zaky	2	2	3	2	3	12	2	3	2	2	4	13	12.5
18	Norma	3	2	4	3	2	14	4	3	2	2	3	14	14
19	Rachma	3	3	4	3	2	15	4	2	3	4	3	16	15.5
20	Ravelita	3	2	3	3	3	14	3	2	2	3	4	14	14
21	Rina	3	4	4	3	3	17	4	3	2	3	4	16	16.5
22	Rizka	2	2	3	2	2	11	2	2	4	2	3	13	12
23	Rizky Amalia	3	2	3	3	3	14	2	3	2	3	2	12	13
24	Rizky Satya	3	2	3	3	3	14	3	3	2	3	4	15	14.5
25	Septina	2	2	3	2	2	11	2	3	2	2	2	11	11
26	Shahnaaz	3	2	3	3	3	14	3	3	3	3	2	14	14
27	Silvia	2	2	3	2	3	12	3	2	2	3	3	13	12.5
28	Sofi	2	2	3	2	2	11	3	2	2	3	2	12	11.5
29	Sulistiawan	2	2	2	2	3	11	3	2	2	3	2	12	11.5
30	Surya	2	2	2	2	3	11	2	2	3	2	4	13	12
31	Utami	3	3	3	3	3	15	4	3	3	3	3	16	15.5
32	Vita	3	2	3	2	3	13	2	3	2	2	3	12	12.5

Table of Speaking Performance 2

No	The Students	R					ARS	T					ATS	Mean ((RS+TS):2)
		F	P	V	G	IC		F	P	V	G	IC		
1	Ameda	3	2	3	3	2	13	2	2	3	4	3	14	13.5
2	Amrina	3	3	4	3	2	15	3	3	3	3	3	15	15
3	Anendito	3	3	3	2	3	14	4	3	3	3	2	15	14.5
4	Candra	3	2	3	2	3	13	2	3	3	2	3	13	13
5	Dandy	3	3	3	2	3	14	3	3	3	3	2	14	14
6	Daqiqatul	3	3	3	3	2	14	2	4	3	3	3	15	14.5
7	Dewi	4	4	3	3	4	18	4	3	3	3	4	17	17.5
8	Elin	3	3	2	2	3	13	3	3	3	2	3	14	13.5
9	Erni	3	3	3	2	3	14	3	3	3	3	3	15	14.5
10	Fasikhan	3	3	4	2	4	16	3	3	3	2	4	15	15.5
11	Gagah	3	3	4	4	4	18	4	3	4	3	3	17	17.5
12	Hefa	3	3	3	2	4	15	3	3	3	3	4	16	15.5
13	Iffah	2	3	2	3	3	13	3	3	3	4	2	15	14
14	Ihsan	3	3	4	3	4	17	3	3	3	4	3	16	16.5
15	Juari	2	3	3	3	3	14	3	3	3	2	3	14	14
16	M. Havid	3	4	4	3	4	18	3	3	3	4	4	17	17.5
17	M. Zaky	3	2	3	2	3	13	3	3	2	2	4	14	13.5
18	Norma	3	3	4	4	3	17	4	4	3	3	3	17	17
19	Rachma	4	4	4	3	3	18	4	3	4	4	4	19	18.5
20	Ravelita	3	3	4	3	3	16	3	2	2	3	4	14	15
21	Rina	3	4	4	4	4	19	4	4	3	3	4	18	18.5
22	Rizka	2	3	3	3	3	14	3	3	4	2	3	15	14.5
23	Rizky Amalia	3	3	3	4	3	16	2	3	3	3	3	14	15
24	Rizky Satya	4	3	3	3	4	17	3	4	3	3	4	17	17
25	Septina	3	2	3	2	3	13	2	3	2	3	3	13	13
26	Shahnaaz	3	3	3	4	4	17	3	4	3	4	3	17	17
27	Silvia	3	3	3	3	3	15	3	3	3	3	4	16	15.5
28	Sofi	3	3	3	2	2	13	3	3	3	3	2	14	13.5
29	Sulistiawan	3	3	2	2	3	13	3	3	2	3	3	14	13.5
30	Surya	3	2	3	2	4	14	3	3	3	3	4	16	15
31	Utami	4	3	4	3	4	18	4	4	4	3	3	18	18
32	Vita	3	3	3	3	3	15	3	3	3	2	3	14	14.5

R = Researcher

F = Fluency

T = Teacher

P = Pronunciation

ARS = Accumulation of Researcher's Scores

V = Vocabulary

G = Grammar

ATS = Accumulation of Teacher's Scores

IC = Interactive Communication

VIGNETTES

Meeting 1

Date : October 22, 2012

Day : Monday

Time : 10.30 – 11.50 (1h 20m)

I came to the classroom at 10.30. I introduced myself to the students of XI IPS 4. I greeted them, *"Good morning, guys. How are you?"* The first thing I did was to tell them my purpose of being there. I said that I would conduct a research in their classroom and in the research, I would be their teacher. Then some students asked me why I chose their class to conduct my research, *"Mas, kenapa penelitiannya di kelas kami? Apa kelas lain juga? (Sir, why do you conduct the research in our class? Do you do so in another class)?"* So I gave the reason to them, *"It is because your class have a problem I should solve, i.e. speaking and you have a great potential to improve your speaking skill. However, I don't conduct this research study in another class"*. I added my explanation with assuring them that they were my research subjects instead of my research objects.

Then I asked for their clarification whether they liked talking to and cooperating with others or not, *"Do you like discussing with your friends when you are doing task, especially when you get difficulty?"* They answered "yes". Afterward I told them the learning technique we would use, i.e. cooperative learning. I shared them principles of cooperative learning, i.e. PIES (Positive interdependence, Individual accountability, Equal participation, and Simultaneous interaction) and the examples of each principle. Afterwards, I asked for their clarification whether they had enthusiasm joining in the next teaching-learning process, *"Does it look interesting for you?"* Some of the students said yes and some others were silent.

Finishing in explaining my research's purpose, I continue the procedure and management of conducting cooperative learning to improve their speaking skill, *"Now let me show you how you will conduct cooperative learning to improve your speaking skill"*. I told them that in cooperative learning, they would work in group, in pair or individually. When they worked as a group, there should be a leader whose job was to manage the group members' speech which included the turn taking and the duration.

I started the main course. I asked the students whether they knew the recently issue, i.e. global warming, *"I believe you have heard the 'global warming' issue. So what is in your mind when you hear this issue?"* I asked some students as warming-up questions about global warming, *"In your view, what is the cause of global warming? Give me one or more"*. However, they were silent. Suddenly the English teacher raised his hand and asked me whether he was allowed to answer my question, *"May I join to answer the question?"* So I allowed him. He answered my question and actually his purpose was only to encourage the students to speak up their mind. As the result, some of the students started following him. They began to encourage their self to answer the warming-up questions although they delivered their answers in short way.

Afterward, I spread out the material to the students. I presented them some expressions of asking for and giving opinion. In addition, I asked them to listen to the examples of asking for and giving opinion expression from the recording 1, *“Listen to the examples of asking for and giving opinion and repeat it carefully”*. They followed my instruction. I gave them a few minutes to do that. Following the expression, there was a short dialogue with its recording. I asked them to read the dialogue 1 as well as listening to the recording 2, i.e. the audio version of the dialogue 1. Finishing that, I asked the students, *“What is the dialogue about? What are the expressions of asking for and giving opinion?”* As the response, some students raised their hands and answered my questions.

We continued the material into comprehension focus activities. As the starting point, I instructed the students to form groups of 4. *“Now please choose your friends as your group mates and sit in groups of 4”*. I gave them 3 minutes to choose their group mates. I commanded them to create groups of 4 which maximally contained 2 men.

Afterwards, I asked them to listen to a conversation. The conversation was about a girl accompanied her mother to buy a new refrigerator. The follow-up task was about determining whether the statements in the table were true or false. In this task, I asked them to do the task individually. I played the recording. When the students were listening to the recording, I moved around to check their work. In a short time, the recording ended. Then I asked the students *“Do you need to listen again for the second time?”* In response, they said yes. Therefore I played the recording for the second time. They focused to listen to the recording for the second time. I moved around again to check their work. I found that many students left some statements without judgement whether the statements were true or false. The recording ended again.

Then I asked the students *“Is the task really difficult?”* They answered yes. Then I continued asking them *“Do you understand what the dialogue is about?”* They replied that sometimes they did not get any point from the speakers’ speech. I deepened my investigation about their difficulty, *“What make you feel that the task is difficult? Is that vocabulary or pronunciation? How about grammar?”* Mostly they answered that vocabulary and pronunciation made them get difficulty. In response to the students’ difficulty, I gave them some keywords and key pronunciations of the dialogue.

The next activity was still related to the task 1. But now I asked them to fill in the “Reason column”. In that column, students had to give their reason of their previous true-or-false answers. The reason itself could be the supporting speech delivered by the respective speakers. In addition, in this task students worked in groups, *“Now, work in groups to determine the appropriate reason of your answer.”* I moved around to check students’ work. I found that they got difficulty to write down the answers that told their reason of the judgement. I gave them time to have discussion to write down any unfulfilled answer in task 1.

Then the lesson came to writing synonyms of the given words based on the context. In this exercise, the students answered the questions individually. Finishing the writing-

synonyms activity, the students and I discuss the works. In this discussion time, I called some numbers which had been attached to the students. Any student whose number was called had to answer the questions of task 1. This was part of numbered-heads-together technique.

Meeting 2

Date : October 23, 2012

Day : Tuesday

Time : 07.00 – 09.30 (1h 30m)

It was the first session of that day. We came in the class before 7 o'clock. When the bell rang, it was 7 o'clock. As usual, I greeted my students. I asked their condition. And I asked the chief of the class to lead the prayer.

I spent 10 minutes to rehearse the material in the previous meeting. I needed to know that my students had studied the night before. After I was sure that, at least, they had practiced what I thought the day before, I continued the material of lesson plan 1. Then we came to Language Focus Activities of Lesson Plan 1.

I told the students that they would hear a conversation again. After listening to the dialogue, they did the follow-up activity; identifying, as many as possible, examples of each asking and giving opinion from the dialogue. I said, *"Now you'll hear a dialogue. This dialogue occurs between Yulia and Denis. Listen to the dialogue carefully."* I played the dialogue for the first time. Then I reminded them, *"Don't forget to use any clue of asking and giving opinion, for example: what is your opinion, in my opinion, in my view, etc"*. Then I played the dialogue for the second time. Generally, they found 1-2 examples of asking and giving opinion which were stated in the recording. I pointed out some groups to show their answer. Group 1 presented an expression of asking for opinion. Each of group 2 and group 3 presented an expression of giving opinion. However, there were some groups which had misconception about asking for opinion. When they heard this expression from the dialogue *"Do you know that they consume more electricity than others?"* they thought that it was an expression of asking for opinion. In fact, it was an expression of asking for clarification.

We continued the lesson. The students came to activity 8. In this activity, the students did the fill-in-the-blanks practice. I played a recording to help the students doing the task. They were allowed to use the recording as the guidance or use their own mind. They did activity 8 in groups. Then they had a short time to discuss their answers in group context. After they finished their work, we discussed the work together. I called the students by the number attached to them to tell their group answers. I asked them to include the reasons of

their answer from grammatical point of view. The result of this activity was only a few groups which made more than two mistakes.

We came in activity 9. In this activity, I commanded the students to practice to utter the expressions of asking for opinion and giving opinion intensively. I taught them how to pronounce “think, should, cause, etc.” correctly which became keywords. In addition, I showed them the phonetic symbols of some other words. I asked them to be more careful when they uttered them.

After they found out that they were better in uttering the expression, I instructed them to conduct activity 10 in groups. Activity 10 was about Fan-n-Pick. In Fan-n-Pick, students managed to have dialogues in turn. They used the expressions that they learnt in previous activities. Before they started playing, I explained them how to play Fan-n-Pick. In addition, I gave them a model to play it in order to ensure that they understood rules of the game. The purpose of the game was the students were able to deliver questions and responses related to asking and giving opinion confidently. During the activity, the students showed their enthusiasm. But some of them were confused with the turn-taking. A student asked me, “*Sir, bagaimana cara kami mengatur giliran ngomongnya supaya lebih teratur?*”. In response to that question, I gave her group a thorough model about how to do the turn-taking in more manageable way. Most of the groups got difficulty in a same thing: managing the turn-taking. Besides having dialogues, students wrote their group mates answers, related to the questions which were delivered, in a table.

Finishing activity 10, the students were asked what they got from the task. I asked them whether they got more confident in having dialogue in English or not. They said “yes”. However, some of them complained the picture of cards which was not really clear. It was understandable since the pictures were in black-and-white and in small size.

Meeting 3

Date : October 29, 2012

Day : Monday

Time : 10.30 – 11.50 (1h 20m)

It's time for Communicative Focus Activities

Since they got used to deliver expressions of asking for and giving opinion, we continued the lesson to the next activity, i.e. activity 11. In activity 11, students made role plays. Before that, I asked them to choose the situation depended on the number of group members. It was because there were two situations which needed 3 and 4 people to run the

dialogue. I gave them an example of how to make appropriate dialogue based on the situation and clues. I asked them, “Well, do you understand what you should do in this activity now?” They answered, “Yes, sir.” Then, they started making dialogues in their tables. They converted the indirect speeches of the characters which were utilized as clues into their own direct speech. Some of the students got difficulty to follow the turn-taking and some other got difficulty in converting the clues into appropriate expressions. I guided the ones who got in both difficulties. During the activities, I reminded the students to apply the use of expression asking for and giving opinion if it was needed.

After they were ready, I asked them to perform their dialogues in front of the class. They were allowed to bring the clue tables with them but I told them that it was better to use the clue tables when it was needed. They performed their dialogues. From the dialogues, I noted some of students’ mistakes. For example, a student said, “*What (without auxiliary ‘do’) you think about watching TV all days in the holiday?*”, another said, “*I think it increase(without suffix ‘-s’) the bill and the effect of global warming.*” I found student A said, “*What are (instead of ‘is’) in your opinion about (without ‘the’) best duration of watching TV every day?*” Besides that, some students delivered their speeches in low rate. The next problem was that their voices were not really clear. They also placed themselves in too close proximity to each other which resulted the rest of the class could not hear what the performance group talked about. I often reminded them to put their selves in appropriate distance so that the rest of the class could hear their dialogues.

In the end of the performance, I asked a representative from each group to deliver their opinions about the performance. Some said that their performance was bad and some said that they were nervous. Some others said that they lost many words in their minds.

In the end of the lesson, I clarified whether they could ask for and give opinion in better way. I questioned them their difficulties. Most of them said that they got difficulty in arranging the words into a good sentence or question. I asked them whether they enjoyed working in group. Almost the whole class agreed that working in group to learn speaking was more enjoyable than their casual way.

Meeting 4

Date : October 30, 2012

Day : Monday

Time : 07.00 – 08.30 (1h 30m)

Meeting 4 was the first meeting in lesson plan 2. I entered the classroom. I greeted the students in the classroom. Unfortunately I had to start the lesson at 8 a.m. because there was a

teachers' meeting before the class was started. When I got in the classroom, some students were outside the room. Thus, I warned them to enter the classroom immediately because the lesson would begin immediately.

I opened the course. The theme was about temples in Central Java and Jogjakarta. To start with, I proposed some warming-up questions to the students, *"Have you ever visited temples? Where were them? What did you do when you were visiting temple? Did you enjoy being there?"* Surely, I delivered the questions one by one. Most of the students answered that they have ever visited temples which were mostly in Magelang and Jogjakarta. However, when I uttered the third question, they replied variously. Some of them said that they wanted to appreciate old people's heritage and learn their history. Some of them replied that they thought some temples were good places to hang out and refresh their minds. Then I proposed the next question, *"In your opinion, what is the most magnificent temple?"* A student raised his hand and he said that Borobudur temple was the greatest temple he'd ever visited.

I explained to the students that that day they would still learn the expressions of asking for and giving questions again. Nonetheless, the topic was different as I mentioned before in warming-up activity. In addition, I played a dialogue to remind them with the last material. Then I asked them to regroup just like in the previous groups, *"Please form the groups you have joined in since the previous grouping. Do it in a minute."* After they had sat down in their group, I invited each group's leader or representative to meet me in front of the class. There, I distributed the materials in accordance to the numbers of every representative's group. I asked them to share the materials to their group mates. *"Have you got the materials, guys?"* I asked the whole class. *"Yes, sir"* they replied. After ensuring the distribution of the materials, I told the students that we would use that material as a guidance of course rundown.

Without wasting time, I instructed them to look at part A; i.e. comprehension focus activities. *"Now, look at Part A; comprehension focus activities. Next look at activity 1 and 2. There, you have to work with you group mates to answer the questions. Therefore, you should share the job. Don't forget to use Numbered-Heads-Together technique in which you will be called based on the number attached to you. You know your member number in your group, don't you?"* I said. A student raised her hand, *"But we forget our member number, sir."* Some other students agreed with her. I gave them solution, *"Well, we should draw the number cards once more. Fortunately I bring sets of number cards. Please draw your member number from these cards. Quickly."* Then I distributed the cards to the students. *"I guess all of you get the member numbers,"* I said. *"To make easier in doing the task, I'll help you by giving the rule of job distribution in your group related to the tasks,"* I continued. Then I explained them how to share the job in the task. Then I checked their understanding, *"Do you understand what you have to do in your group?"* They answered, *"Yes, sir."*

I continued, *"Now read the instruction in activity 1 and 2. You will listen to a dialogue. I will play it three times. The first two time playbacks are for doing activity 1 and the third playback is for doing activity 2. In addition, before starting to listen to the dialogue, it's better for you to read and understand the questions in activity 1. Remember, in activity 1, you*

should match the information in column A with the one in column B. The information is related to the dialogue. So listen carefully to the dialogue and comprehend the information in both column A and B. After they were ready to listen, I played the dialogue twice. Activity 1 was about a matching task. Finishing playing the dialogue, I told them, *“Now it’s your discussion time for activity 1. Don’t forget to use English to communicate with other group members.”* In fact, I found that there were some students who used their first language instead of English in having communication. However, it was lesser than in the first material. I asked them, *“Is the task difficult?”* They answered, *“It’s not difficult but it’s not really easy, sir.”* I replied, *“So it’s good. But why do I still hear some of you use your first language so often? Let me remind you that it’s better for you to train yourself to use English in your communication. You know that this is an English class, don’t you?”* They were silent. I continued, *“Why is it so difficult to use English in your group communication?”* One of them replied, *“Vocabulary and nervous, sir”*. I crosschecked those two kinds of difficulty to the rest of the class and they agreed. So I suggested them, *“Just try from the simple ones, for example use ‘what is your opinion about?’ to ask and ‘I think it is’ to answer. It will be easier if you encourage yourself to try so often. Can you do it starting from now?”* they replied, *“Yes, sir. We will try.”* Then I checked whether their discussion was over and resulted task completion.

Knowing they had completed the activity 1, we came in activity 2. In this activity, the students worked in groups. They listened to the dialogue for the third time. The job distribution was still similar to the one in activity 1. Activity 2 was about determining true-or-false statements related to the dialogue. Finishing in giving the signs, I commanded the students to have discussion time. I reminded them again to use English as their communication means. However I allowed the use of their first language to assist them if only they got difficulty to express their idea in English. But the use of first language was minimized as little as possible.

Completing both activities in comprehension focus, i. e. activity 1 and 2, the students came in class discussion. Actually the discussion involved the whole class. However to make the discussion more effective, we used Numbered-Heads-Together technique. The discussion involved the ones whose the number was called in class discussion. In that occasion, I called the ones whose member number was 3 to involve in the discussion. After all students which were number 3 in their groups signed to the whole class that they were ready to joined in the discussion, we began the discussion. Each representative of the groups was instructed to ask other representatives from other groups about the answer. In that time, they could deliver good question-answer related to asking for and giving opinion. Since there were 8 groups, there were 8 links of question-and-answer.

What they did in that session was a student, as the representative of group 1, proposed his group’s answer of, say number 1. Then he asked for group 2’s opinion about his group’s answer. Then the representative of group 2 showed her group’s opinion; whether her group had similar or different answer. After they had delivered the answered, I gave back their answer to the rest of the class whether they agreed to both groups (if the groups had similar opinion) or only to one group (if the groups had different opinion). In the second turn, the

representative of group 2, proposed her group's answer of, say number 2. Then she asked for group 2's opinion about her group's answer. Then the representative of group 2 showed his group's opinion; whether his group had similar or different answer. After they had delivered the answer, I gave back their answer to the rest of the class again whether they agreed to both groups (if the groups had similar opinion) or only to one group (if the groups had different opinion). After all groups delivered their opinions, I told them the correct answer. We did the same thing from the first number in activity 1 to the last number in activity 2.

Meeting 5

Date : November 5, 2012

Day : Monday

Time : 10.30 – 11.50 (1h 20m)

We reached activity 3. In this activity, the students practice to pronounce some expressions of satisfaction and dissatisfaction. What they did was about pronouncing some words right after the recording. I reminded them to pay much attention to how the speakers in the recording pronounced the words so that the students could imitate their way of speech in order to make their accuracy better in pronouncing the words.

Then we came in activity 4. This activity needed students' concentration to understand and rehearse the expressions of satisfaction and dissatisfaction uttered by the speakers in the dialogue. This task was a completion activity too. But the missing ones here were expressions of satisfaction and dissatisfaction. Hence, I asked them to write the expression as same as what they heard in the recording. Since the students had learnt these kinds of expression from 2 previous meetings, I played the dialogue once. And to give students enough time to write while listening, I decrease the speed of recording by a little. They worked individually. Not long after, they finished completing the blanks. I gave them time to discuss with their groups.

We continued to activity 5. Activity 5 was about grammar completion task. The students got an incomplete dialogue. Their task was to fill the blanks with appropriate answer. Thus, a recording which was the complete version of the written incomplete dialogue was played. The students wrote down the missing words based on dialogue they heard. In doing the task, they worked in pair. In addition, they discussed with their groups about the work they had done when they did it in pair. I played the recording once. The students seemed effortless in doing the task. Still, some simple mistakes were found. Their mistakes were commonly because of mishearing of pronunciation, for example they wrote 'now' instead of 'know' in the sentence 'I just want to ... your appreciation to the very ancient heritages'.

Finishing group discussion, we conduct class discussion to talk about the whole answers from activity 3 and activity 4. In this discussion, we did numbered-heads-together technique again. We called students number 2 from each group. They did what students with

number 3 did in the activity 1 and 2. Some of them looked hesitate to start the question-answer session. Therefore their group mates helped them to start and respond the interaction.

Then we came in the activity 5. There, we conducted Circle-The-Sage to have small talks among the students in every group. I explained what circle-the-sage activity was. I gave them some examples. As usual, I instructed some students, in this case it was 2, to play circle-the-sage. The activity was about a guessing game. The sages were the ones who held the cards. Their group mates were the guessers. The sages held 2 cards. Each card contained a picture with some keywords related to the picture. The sages gave their group mates clues about the pictures. The clues were about the facts of the pictures or their own opinion of the pictures. Giving as much as possible clues to the guessers, which were the sages' group mates, were allowed. The sages ended their clue-time with giving a question of asking for the guessers' opinion about what the pictures they held were about. In this activity, each student was allowed to make 2 correct guesses. If they had passed the limit of making 2 correct guesses, they were prompted to help the others to achieve 2 correct guesses by giving the others additional or supporting clues.









The pictures were about the temples in Central Java and Jogjakarta. In fact, because the picture in the cards was small and unclear enough, I provided the students with pictures on the front screen via a projector. The pictures on the screen were bigger and clearer than the ones in the cards. Since the pictures on the screen changed automatically, they only reminded the sages with their cards but the guessers did not unveil the sages' secrets easily.

Playing this activity, some groups could finish faster and some groups could finish slower. It was because students' difference in terms of existing knowledge about the topic and the ability of delivering speech in English. However, the process of achieving the main aim was passed well. When they conducted this activity, I moved around to check their improvement of speaking ability. The first thing I noticed was that they could deliver the speech fluently than before. The second thing I noted was that they could work as a group more intensively. The third thing was that they were more curious about new vocabulary so that they tried to seek the meaning of new vocabulary in dictionary or by asking me as their teacher.

Although they were better in terms of fluency, cooperation, and curiousness, some of them did some mistakes in terms of accuracy and grammar. For example, they often said high as /haig/ instead of /hai:/. They often forgot the rule of countable and uncountable noun. For example a student said, 'Borobudur is big temple' instead of 'Borobudur is a big temple'. Then, after they finished in conducting activity 5, I reviewed what they had done mainly in activity 5. I reminded them about the use of 'to be' and 'articles to accompany countable and uncountable nouns'. I showed them the use of those aspects of grammar in expressions.

Afterward, I checked their understanding about my explanation by giving short-answer questions. As the closing part of my review in activity 5, I congratulated them because actually they had done good improvement in compare to the first 2 meetings. And I expressed my expectation to them that they had to do better in activity 6 and next meetings.

The cards used in activity 6 were as follows:

Borobudur Temple 	<ul style="list-style-type: none"> ○ Magelang ○ Cultural and heritage ○ Big, large, high ○ The biggest Buddha's Temple in the world ○ To provide many explanations in the form of reliefs about the Buddhism. 	Ketep Pass 	<ul style="list-style-type: none"> ○ Magelang ○ Natural ○ In highland ○ Beautiful scenery of Merapi Volcano ○ To give visitors a convenient place to witness Merapi Volcano
Parangtritis Beach 	<ul style="list-style-type: none"> ○ Bantul ○ Natural ○ Vast, oceanic ○ Sandy beach, beautiful sunset view ○ To enjoy the magnificence of South Ocean 	Kedung Kayang 	<ul style="list-style-type: none"> ○ Magelang ○ Natural ○ In highland ○ A 50-meter magnificent waterfall ○ To give visitors a chance to experience natural ambience and nature's power
Keraton Yogyakarta 	<ul style="list-style-type: none"> ○ Jogjakarta ○ Cultural and heritage ○ Large and sacred ○ Used to be living place for the King's family ○ To give visitors a chance to deepen their knowledge about the kingdom 	Monumen Jogja Kembali 	<ul style="list-style-type: none"> ○ Sleman ○ Historical ○ Great and elegant ○ Jogjakarta historical events ○ To inform the visitors about how Jogjakarta people struggled to get the independence
Malioboro 	<ul style="list-style-type: none"> ○ Jogjakarta ○ Trading ○ Long and famous ○ So many merchants which sell Jogjakarta exclusive souvenirs ○ To provide a great place for visitors to find many exclusive souvenirs 	Tamansari 	<ul style="list-style-type: none"> ○ Jogjakarta ○ Heritage ○ Large and beautiful ○ Used to be a private place for the queen and concubines to swim ○ To be one of unique places to visit because of its design and architecture

Meeting 6

Date : November 6, 2012

Day : Tuesday

Time : 07.00 – 08.30 (1h 30m)

The bell rang. I entered the classroom. I greeted the students and asked them their condition. I, then, permitted chief of the class to lead his friend to pray. After that, I told them what they did last meeting. Besides that, I persuaded my students to review the material we studied in the previous meeting.

Finishing reviewing and complimenting, I continued with explaining the next activity. The next activity was activity 6. It was a communication focus activity. The activity was about making 2-minute dialogue. Actually, in the lesson plan, they should work in pairs. But I modified the rule whilst the teaching-learning process; i.e. they should work in groups. My instruction to the students was the students had to choose a scenario from 3 scenarios which were provided in the handout which became the basis to make a dialogue. I gave them one-minute time to choose. After every group had decided its scenario, they were asked to make a dialogue. I asked them to make dialogues which involved only two characters. But, the process of making dialogue should involve all group members. I guided them how to make the dialogue. I told that in order to make the dialogue easy to make, the students had to arrange the opening, the content which consisted of questions-and-responses, and the closing. And to make the dialogue more alive in the students' minds, the students were not allowed to make written transcripts. But they were allowed to make clues to guide the rundown of the dialogue.

The scenarios used were as follows:

Scenario 1

You visited Monas and you were in a queue to enter the museum. However, the museum was closed just when it was your turn. You were very disappointed.

Scenario 2

You went on a tour, but the places you visited were the same with the one last year. You felt very bored and disappointed.

Scenario 3

The lake that you visited was splendid. You feel like staying there.

Scenario 4

The zoo that you visited has a limited number of animals and it's very dirty. You decided not to go there again.

Scenario 5

The botanical garden in Bogor was amazing. You have a great time being there.

After 20 minutes, they were ready to perform the dialogue. Although there were 8 groups, not all students in the groups could perform the dialogue since each group only sent a pair of students to perform the dialogue.

Group 1 performed a dialogue based on scenario 2. Group 2 performed a dialogue based on scenario 3. Group 3 performed a dialogue based on scenario 5. Group 4 performed a dialogue based on scenario 2. Group 5 performed a dialogue based on scenario 1. Group 6 performed a dialogue based on scenario 3. Group 7 performed a dialogue based on scenario 2. Group 8 performed a dialogue based on scenario 4.

While the pairs were performing the dialogues, the audience were asked to make their own assessment. Therefore, I distributed assessment sheets to them. There were several aspects that they had to assess from the pairs which stood in front of the class. In addition, every time after the pair finished performing the dialogue, I gave my feedback to them. The rest of students were expected to understand what should be done after knowing the feedbacks. Thus the feedbacks were aimed to improve speaking skill of both students who performed the dialogues and the ones who sat down watching the performers' act. The purpose was that the groups could perform their best by learning from other groups' feedbacks.

After all pairs from all groups had shown their performances, we reviewed what we had learnt from previous meeting until that day meeting. I asked them what they liked and disliked most from the activities that had been conducted. Furthermore, I collected my students suggestions and critics as the basis of my consideration of the next cycle.

Meeting 7

Date : November 19, 2012

Day : Monday

Time : 10.30 – 11.50 (1h 20m)

It was Monday. That day was the first day of cycle 2. I entered the classroom. I greeted the students. In addition, because the week before they administered daily test of which the focus of the test was about grammar, I asked their prediction about the result of their test. The test was commissioned by the students' original English teacher. They said that the test was not easy. Most of them found many difficulties. I said sorry for them and I delivered my best expectation for the result of the test.

I continued the lesson. Because I knew that the test was difficult enough for the students, I asked them whether they had something to say about themselves related to the learning process. Unfortunately only few were brave enough to express their reflections. Then I asked why many students kept silent and did not say anything. Then, they only answered that they did not know what had to say. They said, *"kami ga tau kenapa sulit banget padahal kami juga sudah belajar, pak"*. Well, I accepted their answer because I thought they were still confused because of that test difficulty. And I said to them, *"Don't lose your spirit, guys. You still have many chances ahead. Be optimistic."*

Next, I changed the topic. *"Now, let's talk about other things else. These things surround us and they are very important. They can make us learn or work well. But they can make us unable to learn or work. What do you think of those things?"* I asked. A student answered loudly, *"money!"* the whole class, then, laughed. I replied, *"Good answer but it's not what I expect. Well those things are much more important than money, you know. Is there any guesser?"* A girl tried to guess, *"How about our mind, sir?"*. Then I gave the answer, *"Wow..it's close. Actually they are our healthy and illness. Or we can say our healthy."*

I delivered some warming up questions. For example, *"What makes us sick?"*, *"How should we treat our selves when we are sick?"*, *"What should we consume when you are sick?"*, *"How should you consume medicine?"*, etc. My students answered my questions responsively. They raised their hands and one by one they responded my questions.

Afterward, I explained the purpose of that day learning was to learn expressions of giving advice and warning. To start with, I distributed modules as the guidance for running down the activities in lesson plan 3.

When all students had accepted the modules, I asked the students to stay in their own desk. I gave them a new direction, *"Ok, guys. Last 6 meetings were called cycle 1. Then from this meeting to the next topic are called cycle 2. In this second cycle, I'd like you to form new groups. Do you see?"* My students replied, *"yes, sir."* Then I continued, *"To form new groups, the first thing I need you to do is to send 8 students who have good ability in English to the front of the class. Now please think about those 8 students. I give you a minute to think."* After they had thought about the candidates, I welcomed them to mention the first candidate. I asked the whole class agreement. If the whole class agreed, the candidate stayed in front of the class. We did the same things till we got 8 candidates. Then they were asked to

decide their group mates. To prevent fighting for group mate selection, we limited the number of group mate selection. In every selection, a leader chose only one group mate. When a leader finished choosing a group mate, another leader was allowed to choose another group mate. The leaders chose the members based on the English skill the members had. Lower skill a member had, he/she became the first priority. The leaders did the same thing till every group consisted of four members. In addition, number of boy was maximally two in every group.

After my students finished forming groups, I asked them to sit down in the table based on their group number. I asked them, *“Do you feel comfortable with your new group?”* Some of them said, *“Yes, sir.”* And some others said, *“I hope so, sir.”* I responded, *“Whatever your group, with whoever you sit, you should work as a team since you are a team. And whoever in this class is your friend. Is it right? I think you are ready. Now, let’s get back to the lesson.”*

Then, I showed them examples about which expressions were advice and which ones were warning. I pointed out the word “should” in giving advice and the words “don’t” and “bare infinitive” to give warning. I explained, *“To make it easier to use, usually we apply the word ‘should’ or ‘better’ when we want to give advice to some body. Moreover, we use ‘don’t’ to give warning in the form of prohibition and directly ‘infinitive’, for example clean, to precede a warning in the form of command. Do you see that?”* Some of the students responded my explanation by nodding their heads.

Then we came in activity 1. In this activity, students heard a dialogue between Rika and her mom. The students were asked to pay attention to the use of expressions of giving advice or warning in the dialogue. After they finished listening, I asked them whether the recording was clear enough for them and whether they found any expression of giving advice and warning. I asked them, *“Who gave the advice or warning in the dialogue? What was it about?”* A girl raised her hand and wanted to answer. She said, *“It was about giving advice. Rika was the person who gave the advice.”* A boy disagreed, *“No, it was the mother (He meant Rika’s Mom)”*. I responded them, *“Good try, Rizka. Indeed, it was about giving advice. But actually Havid told the correct one about the person who gave the advice. Yes, the mother was the one who gave the advice. And what was the advice about?”* Another boy responded, *“It was about reminding to consume medicine.”* I complimented him, *“Yes, good answer, boy.”*

Next we came in activity 2. The activity was aimed to emphasize on students’ comprehension in a dialogue. Therefore, I played a recording. As usual, we used numbered-heads-together in this activity. As they were listening to the recording, they completed a matching task. Since there are 6 questions in the task and I needed them to cooperate and focus, we make a deal to limit the number of questions for each member in a group. Therefore, I distributed a set of cards which consisted of 4 cards. In each card there was a number. The number was from 1 to 4. The group members drew the cards to determine their numbers in their groups. After they got their member numbers in their new groups, we made a deal about the number of questions to be done for each member. Then we achieved that 3

questions for each member were appropriate. Then we stated the rule of conduct in activity 2. The rule shared the questions to the group members so that all members did the task and they could work as a team in solving problem.

I asked them whether they were ready to listen to a recording. Because they said 'yes', I played it. The students did the task in a team. I played the recording twice. After a few minutes, they finished listening the recording. I gave them time to discuss their work in group. When they had discussion, I also played the recording once to assist them when they had difficulty in achieving agreement. I moved around to check their improvement. After a few minutes, they ended the group discussion for task 2. So we came in class discussion. In this session, I chose student number 1 from each group to deliver the answer. Thus, all students whose member number was 1 stood up in their group. What they did then was answering the questions. Each member from each group had to answer only 1 question and they were allowed to sit down after answering the questions. The students had to raise their hands to get the opportunity. The one who was the fastest deserved to answered the questions

Here was the order: The first question was answered by group 7. The second question was answered by group 6. The third question was answered by group 1. The fourth question was answered by group 5. The fifth question was answered by group 4. The last question was answered by group 8.

Because there were 2 groups which did not get any chance to answer the questions, so I gave them a question for each group. The group mates were asked to help the ones who stood up in their groups. The first question was, "*What was the dialogue between Agus and Tommy talking about?*" The student from group 3 raised his hand and answered the question correctly. She said, "*It was about planning to make a speech*". Then she was allowed to sit down. I continued giving question for group 2. The question was, "*What would the speech be about?*" Group 3 took a while to think. They had a little discussion. Then the student who stood up said, "*The speech would be about drug.*" Since he deliverer right answer, he was allowed to sit down. Then I checked the number of mistakes that perhaps the groups made, "How many mistakes do you make?" In fact, some groups made maximally 2 mistakes in activity 2. And some others made no mistake.

Ending activity 2, we continued the lesson. The next thing I taught to students was I drilled my students to utter some words to train their pronunciation. Besides that, I gave the students some sentences and the situations where the events in the sentences happened. This activity focused on grammar to improve their grammar capability. Both of these activities were modification of my lesson plan whilst teaching-learning process.

I wrote down the sentences on the board. I checked their understanding and allowed them to ask me if they had something unclear in their minds about grammar material I delivered. Because there was no question, I gave them 4 situations which about past tense, present tense, and future tense. Based on those situations, they made appropriate interrogative sentences and affirmative sentences. They did it in pairs. While they worked doing their task, I moved around to check their work. I found some grammar errors from some students. They could

not differentiate the use of 'to be' and 'auxiliary verb'. Sometimes, they were still confused with the concept of 'countable and uncountable noun'. Therefore, I guided them to do the task so that they could decide the most appropriate answers. After a few minutes, they finished doing grammar activity. Then we discussed the answers from situation 1 to situation 3. Because this activity demanded open answers, a situation could result in different interrogative sentences and affirmative sentences. Hence, I allowed two or three pairs answering the same situation to see different perspectives from the pairs. I asked them to write down their answers in the board. I reminded them that each pair was only allowed to answer not more than one situation. Actually not all pairs went to in front of the class to write the interrogative and affirmative sentences because there were 17 pairs in the class but the task only needed maximally 12 pairs. After a while, they finished writing on the board. We discussed their work and fortunately we found few mistakes and sometimes misspelling. It was an improvement from the previous situation. I complimented my students because of that achievement. In addition, I encourage them to do much better than what they did today to achieve their best.

Meeting 8

Date : November 20, 2012

Day : Tuesday

Time : 07.00 – 08.30 (1h 30m)

Finishing comprehension focus activities in the previous meeting, we came in language focus. There were one preceding activity and two main activities. Those activities emphasized on the learning process of using certain expressions and grammar in real communication. To begin with, I commanded the students to get back in their groups.

In the preceding activity, students listened a recording. The recording contained expressions of giving advice and warning. In addition, they learnt to speak in the closest intonation and pronunciation with the speakers' intonation and pronunciation in the recording. After they ended practicing, I asked each group how to say some expressions in order to make sure that they, at least, tried to imitating the native speakers' way speaking in the recording and corrected them if there was any mistakes in terms of pronunciation or intonation. After all groups got checked, I guided them to continue the materials.

The next activity was task 3. This task was about completion task. The students had to complete a dialogue which missed some words and expressions. The students worked in groups to do the task. Before they started, as usual, they shared the job. The job sharing was determined together as a part of rule of conduct. In common, each member had to answer 5 questions in the task and after that, they had to discuss with their group mates to get their groups' final answer. After all members in groups understood their jobs, they started doing

the task. I put a box below the incomplete dialogue. The box provided the missing words and expressions that the students needed to complete the dialogue. I moved around to check the groups' works and help the groups which needed my assist in doing the task. I reminded them to use English as the main mean of the communication, especially in group discussion. I reminded them to use the expressions that they had learnt from many previous meetings.

Several minutes passed and finally they finished their works. We had a class discussion. In that chance, I called all students whose member number in their groups was 4 to stand up. Just like in the class discussion of activity 2, the students who stood up had to raise their hands to take the chance to answer the questions. The opportunities to answer were given to the fastest students who raised their hands. The students who had answered, at least, a question were allowed to sit down. But for the first 2 chances, the groups had to answer 2 questions to make them allowed to sit down. Their group mates had to help them when they got difficulty in answering the question(s).

Here was the order:

The questions number 1 and 2 were answered correctly by group 8 so the student from group 8 was allowed to sit down.

The question number 3 was answered correctly but the question number 4 was answered wrongly by group 3 so the student from group 3 was not allowed to sit down since in the second chance, the group had to answer two correct answers.

The question number 5 was answered correctly by group 1 and the student from group 5 was allowed to sit down.

The question number 6 was answered correctly by group 3 so the student from group 3 was allowed to sit down.

The question number 7 was answered wrongly by group 7 so the student from group 7 was not allowed to sit down.

The question number 8 was answered correctly by group 2 so the student from group 2 was allowed to sit down.

The question number 9 was answered correctly by group 7 the student from group 7 was allowed to sit down.

The question number 10 was answered correctly by group 4 so the student from group 4 was allowed to sit down.

The question number 4 was delivered again and then group 2 answered correctly so the student from group 2 was allowed to sit down.

The question number 7 was delivered again and then group 5 answered correctly the student from group 3 was allowed to sit down.

After all students had sat down, I asked them how the level of difficulty of the task was. A student said, *"I think it was not easy enough."* Another student responded, *"We got difficulties in some questions."* Then I said, *"Well, if you get difficulty, it means that you learn and try to solve any problem. So don't be afraid if you make mistake. You can fix it in the next chances."*

Then we continued the materials. We reached in activity 4. In this activity, the students played Fan-n-Pick. Before playing, I explained rule of conduct of the game. Moreover, I gave them an example of playing the game by inviting 2 students to come in front of the class to play with me for a while. After giving the example, I asked my students' understanding. I allowed them to ask before they started to play. Then they asked me to replay the example because they were a little bit confused with the system. So I invited 2 other students and replayed the example again with them. Finishing giving the example of second time, I welcomed my students who wanted to ask anything related to the activity which would be proceed. Because there was no student who wanted to ask anything, I told them that it was the time to start playing the game.

I reminded them to use English in group communication. They struggled to follow my instruction. I moved around to check their progress. Since this activity used cards with not really clear pictures in them, I provided a slide show on the screen containing pictures that they saw in the cards. I helped some students who did not understand about how to play the game. I corrected the ones who made mispronunciation and grammar error. Although it was so significant, I found that my students were better in their pronunciation and grammar as well as fluency. I permitted them to play the game twice in order to make them better in practicing to use the expressions of giving advice and warning. I observed their improvement.

They finished task 4 for practicing to use expressions of giving advice and warning after several minutes. Then I asked them about the difficulty in doing task 4. A student said, *"At first, we got difficulty but it disappeared when we played for the second time."* I continued asking them, "Did enjoy it?" Some students replied, "Absolutely."

Unfortunately, the bell rang. It meant that we had to end the lesson and continue next week. For the closing part, I asked them to practice to have short conversations in home, especially using expressions of giving advice and warning.

Meeting 9

Date : November 26, 2012

Day : Monday

Time : 10.30 – 11.50 (1h 30m)

That was meeting 9. It was the third meeting in first lesson plan of cycle 2. That day was used to conduct task 5. It was a communication focus activity.

I came in the class. Almost all of the students were in the classroom. Only few students were not in the class. So to start with, I greeted my students, *“Good morning, guys. How’s life?”* they responded my greeting. Then I continued asking whether they studied English in the previous night. Then I reviewed the materials about expressions of giving advice and warning. Then I asked them, *“Are you ready to have a real dialogue?”* They were silent for a moment. Then I continued, *“Well, today we will conduct role plays. And all of you will perform role plays. So I hope you’ve trained yourself well in home. Before we continue, do you want to ask something to me? Something that you don’t understand?”* They answered, *“No, sir.”*

So I gave a sign to form their last groups. After they sat in their groups, I asked them to look at task 5 in their modules. I explained to them, *“Ok, there were two situations. What you should do is to make a dialogue. The dialogue length should be 1-2 minutes. Not more or less. The dialogue involved a pair of students but all members in groups have to participate in creating the dialogues. You may not write any dialogue script. The dialogue should be as natural as possible. Therefore you should apply gestures and mimics to show real situations. You should be all out if you want to show your best. Do you understand?”* They answered, *“Yes, sir.”* Then I commanded them to determine the situation with their groupmates in which they would involve in the dialogues. I gave them a minute. I ended their choosing time and asked them, *“Now it’s time to create the dialogues. Remember, no dialogue script but pure spontaneity and improvisation. Make it really natural by giving mimics and gestures. Be confident to do that. All members should practice. Stronger students should help weaker students and the weaker students should encourage their selves to show the best. I gave you 15 minutes to prepare your dialogues in your groups.”* I moved around to give assistance to the ones who got any difficulty. Practically, almost all students could cooperate to create natural dialogue in their groups. Besides that, they were more active to invite shy students to join in the group discussions.

10 minutes passed. I asked them, *“Have you finished practicing the dialogue?”* Some of group responded, *“Yes, sir.”* But some other had not finished yet so I continued waiting and assisting. 5 minutes later. Then I gave a sign to stop practicing and to pay attention to me. I asked them, *“Are you ready to perform your dialogue in front of the class?”* They replied, *“Ready.”* Then I gave my students chance to determine the turns of performing the dialogues. I gave two options that all students had to achieve an agreement; whether they would take a draw or wait under my command to perform the dialogues in front of the class. Finally they chose that they take a draw.

I told them that they would come in front of the class in groups but perform the dialogue in pairs. In front of the class, the pair which was off-task was instructed to help the

pair which was on-task when it got difficulty in performing the dialogue. They did it in turn. It meant that after the first pair in each group finished performing the dialogue, the second pair replaced the first pair's position to perform the dialogue.

It needed for about 40 minutes for all students to perform their dialogues. However, the task was not over, I instructed every group to send a representative to come in front of the class. In this case, I invited the students whose number was 3 in their groups to come in front of the class. There, I asked them one by one to tell to the whole class about their own performances and their group performances from their point of views. In fact, most of them did not say that they perform their best. Most of them said that nervous of being in front of the class often made them thought to say nothing. I invited the rest of the class to give applause to appreciate them who were brave enough to tell their feelings. And then I asked them to get back to their groups.

Afterward, I gave my feedback about their performances. I emphasized that nervous could be minimized when they enjoyed what they did and did not view their tasks as tasks. It meant that they had to view they did the task because they had to flow in English communication as natural as possible. It meant that the tasks were not duties wherever they were; in the groups or in front of the class. After all, I congratulated them because from day to day they became better and better. And finally I hoped that the improvement could last for a long time.

The bell rang again. It meant that I had to end my lesson. I said thank you to my students and delivered farewell words.

Meeting 10

Date : November 27, 2012

Day : Tuesday

Time : 07.00 – 08.30 (1h 30m)

That day was the first day of the fourth material. The material was similar with the last material. It would be about giving advice and warning. It was because based on the meeting 7,8, and 9, the students did not mastered the material well. It was because the material was not as easy as previous materials for the students.

I arrived in the classroom before 7. So I prepared my instruments. My students helped me preparing some stuff that would be used in the teaching-learning process.

The bell rang to start the first session of the day. I greeted my students as usual. Then I explained to them that they would learn the way of giving advice and warning again to maintain what they had got from the last material. I said, *“Today we’ll learn the way of giving advice and warning to make you better in giving your friends advices and warnings. However, the topic is different. The topic is about our life problems. Do you still remember some expressions that you’ve learnt from previous meetings?”* They answered, *“Yes, sir.”* I continued, *“Well, do you still remember one of some keywords to give suggestion?”* They responded, *“should.”* I requested for the next example, *“What’s next?”* A student raised her hand and answered, *“It’s better to.”* Another student added, *“If I were you,”* I complimented them who answered my questions.

Then I delivered my students some questions about problems in their life for warming up. In this case, the problems were about health problems and social problems. The students delivered some of their problems one by one. They sometimes mentioned their friends’ problems to make jokes. Then I asked them solution or prevention to get rid of the problems.

Then I instructed them to regroup. Not long after, they had sat down in their groups. I asked the leaders of the groups to go to in front of the class. In front of the class, they received four modules each which contained the material about life problems of which the focus was learning expressions of giving advice and warning. After receiving the modules, I asked them to distribute the modules to their group mates.

After all students received the modules, I asked them to open it at the first page, *“Please read the dialogue between Ardi and his mom. And then tell me what the dialogue is about.”* After a while I asked them again, *“So what is the dialogue about?”* A student from group 2 answered, *“It’s about an unused lamp.”* I replied, *“What’s the matter with the unused lamp?”* A student from group 4 answered, *“Unused lamp is on.”* I added, *“What do you mean?”* He added, *“Ardi turned on an unused lamp.”* I deepen my question, *“So what should Ardi do?”* A student from group 6 raised her hand, *“He should turn of the lamp.”* I replied, *“Very good. The question is who gave Ardi suggestion or warning to turn off the unused lamp.”* A student from group 3 tried to answered, *“His mom, sir.”* I asked to end the sequence of my questions, *“Why Ardi’s mom suggested Ardi to turn off the unused lamp?”* A student from group 7 responded, *“To use electricity wisely.”* I replied, *“Excellent.”* Then I also gave examples to students about saving electricity in their life.

Afterward, I led my students to do comprehension focus activities. There were 2 tasks in comprehension focus activities. In the task 1, I instructed my students to listen a recording (dialogue) and to determine whether the sentences in the table was true or false. They had to work in groups. And just like before, they shared the job. In this case, every member of the group did 3 questions from five available questions in the task. I played the recording twice in normal rate. I asked for their opinions about difficulty level of task. And also I checked the effectiveness of speed rate of the recording according to the students. They thought that the task was not really difficult and the speed rate of the recording was achievable to listen for them. After that, they had a group discussion session. I allowed them to discuss the answers with their group in 5 minutes.

Then we got in task 2. In this task, the students listened to the similar recording as in task 1. However, their duty was different. It was a rearranging task. They had to rearrange the cards to make a good dialogue which was similar with the one in the recording. Furthermore, the task trained them to learn direct-indirect speech since the dialogue contained direct utterances and the cards contained indirect utterances. I explained the procedure of doing the task. After that, I asked the leader to meet me in front of the class. Each of them received a set of cards and a sheet of blank paper. Next, they got back to their groups to share the cards with their group mates. In this case, every member received 2 to 3 cards. After all students received the cards, I checked their understanding about the procedure of the task. Because all students gave a sign that they had no problem with the rundown of the task, I gave students a sign to play the recording. I played twice in normal speed rate. After a few minutes, they finished their tasks. I gave them a few minutes more to recheck their works. Knowing that they had finished checking the works, I asked them how difficult the task was. They said that the task was challenging enough.

Next, we had a class discussion to see the answers. I pointed out students whose number was 1 to stand up. I invited them to show the answers. Every student from every group answered one question. I played the recording and paused in every time a speaker ended a speak turn to check whether the answers from the students were correct. The students who had answered the questions were permitted to sit down.

A student from group 1 raised his hand. He delivered a correct answer for the first turn of the dialogue. A student from group 5 answered correctly for the second turn of the dialogue. A student from group 3 showed her group answer for the third turn of the dialogue and it was correct. A student from group 8 tried to guess the answer of the fourth turn of the dialogue and he was correct. A student from group 7 made a guess for the answer of the fifth turn of the dialogue and she delivered a correct. A student from group 2 raised his hand and answered correctly the sixth turn of the dialogue. A student from group 6 guessed the answer of seventh turn of the dialogue. The last student who answered the eight turn of the dialogue came from group 2.

We, then, continued the lesson on language focus activities. The first thing that the students did was they delivered incomplete expressions to other groups. The groups which had received the incomplete expressions obligate to finish them in order to make good expressions of giving advice or warning. I instructed them to have questions-and-answers in quick way in order to make chain of communication. My duty was giving them keywords to stimulate the groups in initiating the expressions. Every group was asked to initiate 2 incomplete expressions and to finish 2 incomplete expressions too. After a few minutes, they ended the activity. Afterwards, I asked my students about their difficulties. They said that because they had to response the incomplete expressions from other groups fast, they sometimes made wrong diction to complete the expressions. However, I said that mistakes were parts of their successes.

The following activity was task 3. Task 3 was about a completion task. Firstly, I instructed them to share the jobs. Every member had accepted the job distribution according

to the numbers of their members. For the next step, they did the task individually according to the job distribution. Then I asked them to discuss their works with their pairs. After that, I instructed them to discuss with their groups. I gave them 10-minute work time for individual work and 5-minute work time each for pair discussions and group discussions. In group discussion, they were asked to achieve group general consensus. While they were doing the task, I walked around to check their difficulty and assist the ones who needed my help.

Ending doing the task, the students had a class discussion to check their works. Thus, I played the dialogues which gave the correct answers of the task. Besides that, I asked students to give short reasons for their answers. Most of the students understood why they wrote certain answers but some of them got difficulty to give short reasons of their answers. Also, I found few mistakes from the students in answering the task. I gave them my feedback about whole of their work in that activity.

Because the dialogues were done completely, I managed my students to have dialogues by reading the dialogues with paying attention to speaking accuracy: pronunciation and grammar. They did it in pairs. Besides that, I asked them to identify the problem and the suggestion or warning in each dialogue. After a few minutes, they finished doing the tasks. Then we had a class discussion to talk about the answers of the task.

The bell rang. It means that I had to end that day's lesson. I gave my students an opportunity to ask questions about that day's lesson. Nonetheless, there was no student who raised his/her hand to ask. Next, I suggested them preparing themselves for next meeting since they would perform dialogue more intensively. Furthermore, I told them to learn the materials that I had gave since the first time I taught them.

Meeting 11

Date : December 3, 2012

Day : Monday

Time : 10.30 – 11.50 (1h 20m)

That day was Monday. As usual, the timetable was shorter than other days. We got 80 minutes to conduct the whole lesson. Since my lesson was after first break time, there were some students outside the classroom. Hence, I gave them a sign to enter the classroom after I had finished preparing my observation kit.

To start with, I greeted my students. I asked their condition. Then, I asked them whether they had studied the English materials from the first meeting with me. I told them that that day they would continue learning to give suggestion or warning. I proposed some statements that needed students' answers in form of suggestions or warnings since my

statements were about life problems to rehearse their memory. After ensuring students' preparation, I instructed them to regroup.

After they had sat in their groups, I explained what activities they would conduct. The first activity was named team-stand-and-share. There, the groups delivered chains of words to make suggestions or warning based on the pictures shown on the screen. All groups stood up. The ones which got the ball delivered 1-2 words. The groups which proposed relevant words in terms of the context and grammar were allowed to sit down. The last group which stood up finished the suggestions or warnings. The groups which were not able to propose relevant words to build a good chain of suggestion or warning were asked to get in front of the class to deliver their own suggestion or warning.

I found out that in the early moment they played the activity they took longer time to comprehend what they really had to do. But after several turns, they were got used to the activity. They could give response in quicker and more accurate way.

Ending the 4th chain of words, we continued on the next activity. The last activity was a communication focus activity. In the activity, the students were given 2 situations. In groups, they decided the situations which they had to develop into dialogues. Each group chose a situation. Then the members of every group worked together to make a dialogue which involved only 2 persons.

I added that although the main focus was about giving advice or warning, the students were asked to use the several previous expressions that they had learnt. The addition of previous expressions in the dialogue gave additional value to the dialogue itself. Hence, I reviewed some previous expressions. I gave questions to the students to stimulate their memory to call their existing knowledge about expressions of asking-giving opinion and satisfaction or dissatisfaction. Fortunately, they could remember some expressions that they had learnt.

Then I moved around to see my students' improvement in terms of their speaking skill and cooperation. In addition, I assisted any group which need my help in doing the task. It took approximately 15 minutes for students to develop the dialogues. It was important to note that they students were not allowed to make any dialogue script. However, they were allowed to write clues to guide them in conducting the dialogue.

Then I gave them more time to practice the dialogue in pairs. Nonetheless they still sat in groups. I asked them to observe their friends dialogues and evaluate their performance in groups. In addition, I instructed them to give feedback to each other in the form of critics or suggestion to improve each member's speaking skill.

I asked them whether they were ready to perform their dialogue in front of the class. They said that they were ready. Since there were 16 pairs and the time was limited, I made a deal with the students to allow half of them to perform in that day and the rest would perform in the next day. Besides, I spread out assessment sheets to the students. The students were

asked to fill them out with their own assessment based on some indicators. I explained the indicators to them.

In the first session, I instructed all groups to send a pair of members to perform the dialogue in turn. The students who did not perform the dialogue were asked to observe and evaluate their friends' performance based on indicators I had explained. Moreover, they were instructed to fill the assessment sheets.

With this way, all students were on-task. In one side students performed the dialogue and in another side the students observed and evaluated the performance. As usual, I moved around to check students' progress during the task.

Finishing every turn of the performance, the students told their experience related to their performance and their improvement. In response to their sharing, I gave them feedback to guide them in improving their speaking skill.

Meeting 12

Date : December 5, 2012

Day : Tuesday

Time : 07.00 – 08.30 (1h 30m)

It was 7 o'clock. The bell to start the first lesson rang. I came in the classroom and I greeted my students. I asked them about their condition. I asked the chief of the class to lead the prayer.

Finishing praying, I asked for my students' opinion about the first performance which was conducted by the first pair of every group. In addition, I asked them about their preparation for the second performance. I delivered my suggestion for the second performance which would be conducted by the second pair of each group. I gave them opportunity to ask me before we started the main lesson.

Since there was no question, I welcomed them to perform the second pairs. The procedure was almost similar with the previous performance. The students in front of the class performed the dialogue and the students who did not perform the role plays observed and evaluated the ones who performed the role plays.

After all of my students shown their performances, I delivered some feedback to them. I told them what I had seen when teaching them. It was about how they started, how they proceeded, how they improved, and many others since the first time when I taught them.

Then I spread out a questionnaire to collect students' opinion, view, feeling, suggestion, and even critics about the teaching-learning process, media, teacher, and their improvement. They needed a few minutes to fill in the questionnaire.

After the students submitted the questionnaire, I used the rest of the time to thank them for their participation in my research study. I also said my expectation for them related to learning English, especially speaking skill. Moreover, I said some other before I said farewell to them.

VIGNETTES

Meeting 1

Date : October 22, 2012

Day : Monday

Time : 10.30 – 11.50 (1h 20m)

I came to the classroom at 10.30. I introduced myself to the students of XI IPS 4. I greeted them, *"Good morning, guys. How are you?"* The first thing I did was to tell them my purpose of being there. I said that I would conduct a research in their classroom and in the research, I would be their teacher. Then some students asked me why I chose their class to conduct my research, *"Mas, kenapa penelitiannya di kelas kami? Apa kelas lain juga? (Sir, why do you conduct the research in our class? Do you do so in another class)?"* So I gave the reason to them, *"It is because your class have a problem I should solve, i.e. speaking and you have a great potential to improve your speaking skill. However, I don't conduct this research study in another class"*. I added my explanation with assuring them that they were my research subjects instead of my research objects.

Then I asked for their clarification whether they liked talking to and cooperating with others or not, *"Do you like discussing with your friends when you are doing task, especially when you get difficulty?"* They answered "yes". Afterward I told them the learning technique we would use, i.e. cooperative learning. I shared them principles of cooperative learning, i.e. PIES (Positive interdependence, Individual accountability, Equal participation, and Simultaneous interaction) and the examples of each principle. Afterwards, I asked for their clarification whether they had enthusiasm joining in the next teaching-learning process, *"Does it look interesting for you?"* Some of the students said yes and some others were silent.

Finishing in explaining my research's purpose, I continue the procedure and management of conducting cooperative learning to improve their speaking skill, *"Now let me show you how you will conduct cooperative learning to improve your speaking skill"*. I told them that in cooperative learning, they would work in group, in pair or individually. When they worked as a group, there should be a leader whose job was to manage the group members' speech which included the turn taking and the duration.

I started the main course. I asked the students whether they knew the recently issue, i.e. global warming, *"I believe you have heard the 'global warming' issue. So what is in your mind when you hear this issue?"* I asked some students as warming-up questions about global warming, *"In your view, what is the cause of global warming? Give me one or more"*. However, they were silent. Suddenly the English teacher raised his hand and asked me whether he was allowed to answer my question, *"May I join to answer the question?"* So I allowed him. He answered my question and actually his purpose was only to encourage the students to speak up their mind. As the result, some of the students started following him. They began to encourage their self to answer the warming-up questions although they delivered their answers in short way.

Afterward, I spread out the material to the students. I presented them some expressions of asking for and giving opinion. In addition, I asked them to listen to the examples of asking for and giving opinion expression from the recording 1, *“Listen to the examples of asking for and giving opinion and repeat it carefully”*. They followed my instruction. I gave them a few minutes to do that. Following the expression, there was a short dialogue with its recording. I asked them to read the dialogue 1 as well as listening to the recording 2, i.e. the audio version of the dialogue 1. Finishing that, I asked the students, *“What is the dialogue about? What are the expressions of asking for and giving opinion?”* As the response, some students raised their hands and answered my questions.

We continued the material into comprehension focus activities. As the starting point, I instructed the students to form groups of 4. *“Now please choose your friends as your group mates and sit in groups of 4”*. I gave them 3 minutes to choose their group mates. I commanded them to create groups of 4 which maximally contained 2 men.

Afterwards, I asked them to listen to a conversation. The conversation was about a girl accompanied her mother to buy a new refrigerator. The follow-up task was about determining whether the statements in the table were true or false. In this task, I asked them to do the task individually. I played the recording. When the students were listening to the recording, I moved around to check their work. In a short time, the recording ended. Then I asked the students *“Do you need to listen again for the second time?”* In response, they said yes. Therefore I played the recording for the second time. They focused to listen to the recording for the second time. I moved around again to check their work. I found that many students left some statements without judgement whether the statements were true or false. The recording ended again.

Then I asked the students *“Is the task really difficult?”* They answered yes. Then I continued asking them *“Do you understand what the dialogue is about?”* They replied that sometimes they did not get any point from the speakers’ speech. I deepened my investigation about their difficulty, *“What make you feel that the task is difficult? Is that vocabulary or pronunciation? How about grammar?”* Mostly they answered that vocabulary and pronunciation made them get difficulty. In response to the students’ difficulty, I gave them some keywords and key pronunciations of the dialogue.

The next activity was still related to the task 1. But now I asked them to fill in the “Reason column”. In that column, students had to give their reason of their previous true-or-false answers. The reason itself could be the supporting speech delivered by the respective speakers. In addition, in this task students worked in groups, *“Now, work in groups to determine the appropriate reason of your answer.”* I moved around to check students’ work. I found that they got difficulty to write down the answers that told their reason of the judgement. I gave them time to have discussion to write down any unfulfilled answer in task 1.

Then the lesson came to writing synonyms of the given words based on the context. In this exercise, the students answered the questions individually. Finishing the writing-

synonyms activity, the students and I discuss the works. In this discussion time, I called some numbers which had been attached to the students. Any student who his/her number was called had to answer the questions of task 1. This was part of numbered-heads-together technique.

Meeting 2

Date : October 23, 2012

Day : Tuesday

Time : 07.00 – 09.30 (1h 30m)

It was the first session of that day. We came in the class before 7 o'clock. When the bell rang, it was 7 o'clock. As usual, I greeted my students. I asked their condition. And I asked the chief of the class to lead the prayer.

I spent 10 minutes to rehearse the material in the previous meeting. I needed to know that my students had studied the night before. After I was sure that, at least, they had practiced what I thought the day before, I continued the material of lesson plan 1. Then we came to Language Focus Activities of Lesson Plan 1.

I told the students that they would hear a conversation again. After listening to the dialogue, they did the follow-up activity; identifying, as many as possible, examples of each asking and giving opinion from the dialogue. I said, *"Now you'll hear a dialogue. This dialogue occurs between Yulia and Denis. Listen to the dialogue carefully."* I played the dialogue for the first time. Then I reminded them, *"Don't forget to use any clue of asking and giving opinion, for example: what is your opinion, in my opinion, in my view, etc"*. Then I played the dialogue for the second time. Generally, they found 1-2 examples of asking and giving opinion which were stated in the recording. I pointed out some groups to show their answer. Group 1 presented an expression of asking for opinion. Each of group 2 and group 3 presented an expression of giving opinion. However, there were some groups which had misconception about asking for opinion. When they heard this expression from the dialogue *"Do you know that they consume more electricity than others?"* they thought that it was an expression of asking for opinion. In fact, it was an expression of asking for clarification.

We continued the lesson. The students came to activity 8. In this activity, the students did the fill-in-the-blanks practice. I played a recording to help the students doing the task. They were allowed to use the recording as the guidance or use their own mind. They did activity 8 in groups. Then they had a short time to discuss their answers in group context. After they finished their work, we discussed the work together. I called the students by the number attached to them to tell their group answers. I asked them to include the reasons of their answer from grammatical point of view. The result of this activity was only a few groups which made more than two mistakes.

We came in activity 9. In this activity, I commanded the students to practice to utter the expressions of asking for opinion and giving opinion intensively. I taught them how to pronounce *"think, should, cause, etc."* correctly which became keywords. In addition, I showed them the phonetic symbols of some other words. I asked them to be more careful when they uttered them.

After they found out that they were better in uttering the expression, I instructed them to conduct activity 10 in groups. Activity 10 was about Fan-n-Pick. In Fan-n-Pick, students managed to have dialogues in turn. They used the expressions that they learnt in previous activities. Before they

started playing, I explained them how to play Fan-n-Pick. In addition, I gave them a model to play it in order to ensure that they understood rules of the game. The purpose of the game was the students were able to deliver questions and responses related to asking and giving opinion confidently. During the activity, the students showed their enthusiasm. But some of them were confused with the turn-taking. A student asked me, "*Sir, bagaimana cara kami mengatur giliran ngomongnya supaya lebih teratur?*". In response to that question, I gave her group a thorough model about how to do the turn-taking in more manageable way. Most of the groups got difficulty in a same thing: managing the turn-taking. Besides having dialogues, students wrote their group mates answers, related to the questions which were delivered, in a table.

Finishing activity 10, the students were asked what they got from the task. I asked them whether they got more confident in having dialogue in English or not. They said "yes". However, some of them complained the picture of cards which was not really clear. It was understandable since the pictures were in black-and-white and in small size.

Meeting 3

Date : October 29, 2012

Day : Monday

Time : 10.30 – 11.50 (1h 20m)

It's time for Communicative Focus Activities

Since they got used to deliver expressions of asking for and giving opinion, we continued the lesson to the next activity, i.e. activity 11. In activity 11, students made role plays. Before that, I asked them to choose the situation depended on the number of group members. It was because there were two situations which needed 3 and 4 people to run the dialogue. I gave them an example of how to make appropriate dialogue based on the situation and clues. I asked them, "Well, do you understand what you should do in this activity now?" They answered, "Yes, sir." Then, they started making dialogues in their tables. They converted the indirect speeches of the characters which were utilized as clues into their own direct speech. Some of the students got difficulty to follow the turn-taking and some other got difficulty in converting the clues into appropriate expressions. I guided the ones who got in both difficulties. During the activities, I reminded the students to apply the use of expression asking for and giving opinion if it was needed.

After they were ready, I asked them to perform their dialogues in front of the class. They were allowed to bring the clue tables with them but I told them that it was better to use the clue tables when it was needed. They performed their dialogues. From the dialogues, I noted some of students' mistakes. For example, a student said, "*What (without auxiliary 'do') you think about watching TV all days in the holiday?*", another said, "*I think it increase(without suffix '-s') the bill and the effect of global warming.*" I found student A said, "*What are (instead of 'is') in your opinion about (without 'the') best duration of watching TV every day?*" Besides that, some students delivered their speeches in low rate. The next problem was that their voices were not really clear. They also placed themselves in too close proximity to each other which resulted the rest of the class could not hear what the performance group talked about. I often reminded them to put their selves in appropriate distance so that the rest of the class could hear their dialogues.

In the end of the performance, I asked a representative from each group to deliver their opinions about the performance. Some said that their performance was bad and some said that they were nervous. Some others said that they lost many words in their minds.

In the end of the lesson, I clarified whether they could ask for and give opinion in better way. I questioned them their difficulties. Most of them said that they got difficulty in arranging the words into a good sentence or question. I asked them whether they enjoyed working in group. Almost the whole class agreed that working in group to learn speaking was more enjoyable than their casual way.

Meeting 4

Date : October 30, 2012

Day : Monday

Time : 07.00 – 08.30 (1h 30m)

Meeting 4 was the first meeting in lesson plan 2. I entered the classroom. I greeted the students in the classroom. Unfortunately I had to start the lesson at 8 a.m. because there was a teachers' meeting before the class was started. When I got in the classroom, some students were outside the room. Thus, I warned them to enter the classroom immediately because the lesson would begin immediately.

I opened the course. The theme was about temples in Central Java and Jogjakarta. To start with, I proposed some warming-up questions to the students, *"Have you ever visited temples? Where were them? What did you do when you were visiting temple? Did you enjoy being there?"* Surely, I delivered the questions one by one. Most of the students answered that they have ever visited temples which were mostly in Magelang and Jogjakarta. However, when I uttered the third question, they replied variously. Some of them said that they wanted to appreciate old people's heritage and learn their history. Some of them replied that they thought some temples were good places to hang out and refresh their minds. Then I proposed the next question, *"In your opinion, what is the most magnificent temple?"* A student raised his hand and he said that Borobudur temple was the greatest temple he'd ever visited.

I explained to the students that that day they would still learn the expressions of asking for and giving questions again. Nonetheless, the topic was different as I mentioned before in warming-up activity. In addition, I played a dialogue to remind them with the last material. Then I asked them to regroup just like in the previous groups, *"Please form the groups you have joined in since the previous grouping. Do it in a minute."* After they had sat down in their group, I invited each group's leader or representative to meet me in front of the class. There, I distributed the materials in accordance to the numbers of every representative's group. I asked them to share the materials to their group mates. *"Have you got the materials, guys?"* I asked the whole class. *"Yes, sir"* they replied. After ensuring the distribution of the materials, I told the students that we would use that material as a guidance of course rundown.

Without wasting time, I instructed them to look at part A; i.e. comprehension focus activities. *"Now, look at Part A; comprehension focus activities. Next look at activity 1 and 2. There, you have to work with you group mates to answer the questions. Therefore, you should share the job. Don't forget to use Numbered-Heads-Together technique in which you will be called based on the number attached to you. You know your member number in your group, don't you?"* I said. A student raised her hand, *"But we forget our member number, sir."* Some other students agreed with her. I gave them solution, *"Well, we should draw the number cards once more. Fortunately I bring sets of number cards. Please draw your*

member number from these cards. Quickly. ” Then I distributed the cards to the students. *“I guess all of you get the member numbers,”* I said. *“To make easier in doing the task, I’ll help you by giving the rule of job distribution in your group related to the tasks,”* I continued. Then I explained them how to share the job in the task. Then I checked their understanding, *“Do you understand what you have to do in your group?”* They answered, *“Yes, sir.”*

I continued, *“Now read the instruction in activity 1 and 2. You will listen to a dialogue. I will play it three times. The first two time playbacks are for doing activity 1 and the third playback is for doing activity 2. In addition, before starting to listen to the dialogue, it’s better for you to read and understand the questions in activity 1. Remember, in activity 1, you should match the information in column A with the one in column B. The information is related to the dialogue. So listen carefully to the dialogue and comprehend the information in both column A and B.”* After they were ready to listen, I played the dialogue twice. Activity 1 was about a matching task. Finishing playing the dialogue, I told them, *“Now it’s your discussion time for activity 1. Don’t forget to use English to communicate with other group members.”* In fact, I found that there were some students who used their first language instead of English in having communication. However, it was lesser than in the first material. I asked them, *“Is the task difficult?”* They answered, *“It’s not difficult but it’s not really easy, sir.”* I replied, *“So it’s good. But why do I still hear some of you use your first language so often? Let me remind you that it’s better for you to train yourself to use English in your communication. You know that this is an English class, don’t you?”* They were silent. I continued, *“Why is it so difficult to use English in your group communication?”* One of them replied, *“Vocabulary and nervous, sir”*. I crosschecked those two kinds of difficulty to the rest of the class and they agreed. So I suggested them, *“Just try from the simple ones, for example use ‘what is your opinion about?’ to ask and ‘I think it is’ to answer. It will be easier if you encourage yourself to try so often. Can you do it starting from now?”* they replied, *“Yes, sir. We will try.”* Then I checked whether their discussion was over and resulted task completion.

Knowing they had completed the activity 1, we came in activity 2. In this activity, the students worked in groups. They listened to the dialogue for the third time. The job distribution was still similar to the one in activity 1. Activity 2 was about determining true-or-false statements related to the dialogue. Finishing in giving the signs, I commanded the students to have discussion time. I reminded them again to use English as their communication means. However I allowed the use of their first language to assist them if only they got difficulty to express their idea in English. But the use of first language was minimized as little as possible.

Completing both activities in comprehension focus, i. e. activity 1 and 2, the students came in class discussion. Actually the discussion involved the whole class. However to make the discussion more effective, we used Numbered-Heads-Together technique. The discussion involved the ones whose the number was called in class discussion. In that occasion, I called the ones whose member number was 3 to involve in the discussion. After all students which were number 3 in their groups signed to the whole class that they were ready to joined in the discussion, we began the discussion. Each representative of the groups was instructed to ask

other representatives from other groups about the answer. In that time, they could deliver good question-answer related to asking for and giving opinion. Since there were 8 groups, there were 8 links of question-and-answer.

What they did in that session was a student, as the representative of group 1, proposed his group's answer of, say number 1. Then he asked for group 2's opinion about his group's answer. Then the representative of group 2 showed her group's opinion; whether her group had similar or different answer. After they had delivered the answered, I gave back their answer to the rest of the class whether they agreed to both groups (if the groups had similar opinion) or only to one group (if the groups had different opinion). In the second turn, the representative of group 2, proposed her group's answer of, say number 2. Then she asked for group 2's opinion about her group's answer. Then the representative of group 2 showed his group's opinion; whether his group had similar or different answer. After they had delivered the answered, I gave back their answer to the rest of the class again whether they agreed to both groups (if the groups had similar opinion) or only to one group (if the groups had different opinion). After all groups delivered their opinions, I told them the correct answer. We did the same thing from the first number in activity 1 to the last number in activity 2.

Meeting 5

Date : November 5, 2012

Day : Monday

Time : 10.30 – 11.50 (1h 20m)

We reached activity 3. In this activity, the students practice to pronounce some expressions of satisfaction and dissatisfaction. What they did was about pronouncing some words right after the recording. I reminded them to pay much attention to how the speakers in the recording pronounced the words so that the students could imitate their way of speech in order to make their accuracy better in pronouncing the words.

Then we came in activity 4. This activity needed students' concentration to understand and rehearse the expressions of satisfaction and dissatisfaction uttered by the speakers in the dialogue. This task was a completion activity too. But the missing ones here were expressions of satisfaction and dissatisfaction. Hence, I asked them to write the expression as same as what they heard in the recording. Since the students had learnt these kinds of expression from 2 previous meetings, I played the dialogue once. And to give students enough time to write while listening, I decrease the speed of recording by a little. They worked individually. Not long after, they finished completing the blanks. I gave them time to discuss with their groups.

We continued to activity 5. Activity 5 was about grammar completion task. The students got an incomplete dialogue. Their task was to fill the blanks with appropriate answer. Thus, a recording which was the complete version of the written incomplete dialogue was played. The students wrote down the missing words based on dialogue they heard. In doing the task, they worked in pair. In addition, they discussed with their groups about the work they had done when they did it in pair. I played the recording once. The students seemed effortless in doing the task. Still, some simple mistakes were found. Their mistakes were commonly because of mishearing of pronunciation, for example they wrote 'now' instead of 'know' in the sentence 'I just want to ... your appreciation to the very ancient heritages'.

Finishing group discussion, we conduct class discussion to talk about the whole answers from activity 3 and activity 4. In this discussion, we did numbered-heads-together technique again. We called students number 2 from each group. They did what students with number 3 did in the activity 1 and 2. Some of them looked hesitate to start the question-answer session. Therefore their group mates helped them to start and respond the interaction.

Then we came in the activity 5. There, we conducted Circle-The-Sage to have small talks among the students in every group. I explained what circle-the-sage activity was. I gave them some examples. As usual, I instructed some students, in this case it was 2, to play circle-the-sage. The activity was about a guessing game. The sages were the ones who held the cards. Their group mates were the guessers. The sages held 2 cards. Each card contained a

picture with some keywords related to the picture. The sages gave their group mates clues about the pictures. The clues were about the facts of the pictures or their own opinion of the pictures. Giving as much as possible clues to the guessers, which were the sages' group mates, were allowed. The sages ended their clue-time with giving a question of asking for the guessers' opinion about what the pictures they held were about. In this activity, each student was allowed to make 2 correct guesses. If they had passed the limit of making 2 correct guesses, they were prompted to help the others to achieve 2 correct guesses by giving the others additional or supporting clues.









The pictures were about the temples in Central Java and Jogjakarta. In fact, because the picture in the cards was small and unclear enough, I provided the students with pictures on the front screen via a projector. The pictures on the screen were bigger and clearer than the ones in the cards. Since the pictures on the screen changed automatically, they only reminded the sages with their cards but the guessers did not unveil the sages' secrets easily.

Playing this activity, some groups could finish faster and some groups could finish slower. It was because students' difference in terms of existing knowledge about the topic and the ability of delivering speech in English. However, the process of achieving the main aim was passed well. When they conducted this activity, I moved around to check their improvement of speaking ability. The first thing I noticed was that they could deliver the speech fluently than before. The second thing I noted was that they could work as a group more intensively. The third thing was that they were more curious about new vocabulary so that they tried to seek the meaning of new vocabulary in dictionary or by asking me as their teacher.

Although they were better in terms of fluency, cooperation, and curiousness, some of them did some mistakes in terms of accuracy and grammar. For example, they often said high as /haig/ instead of /hai:/. They often forgot the rule of countable and uncountable noun. For example a student said, 'Borobudur is big temple' instead of 'Borobudur is a big temple'. Then, after they finished in conducting activity 5, I reviewed what they had done mainly in activity 5. I reminded them about the use of 'to be' and 'articles to accompany countable and uncountable nouns'. I showed them the use of those aspects of grammar in expressions.

Afterward, I checked their understanding about my explanation by giving short-answer questions. As the closing part of my review in activity 5, I congratulated them because actually they had done good improvement in compare to the first 2 meetings. And I expressed my expectation to them that they had to do better in activity 6 and next meetings.

The cards used in activity 6 were as follows:

Borobudur Temple 	<ul style="list-style-type: none"> ○ Magelang ○ Cultural and heritage ○ Big, large, high ○ The biggest Buddha's Temple in the world ○ To provide many explanations in the form of reliefs about the Buddhism. 	Ketep Pass 	<ul style="list-style-type: none"> ○ Magelang ○ Natural ○ In highland ○ Beautiful scenery of Merapi Volcano ○ To give visitors a convenient place to witness Merapi Volcano
Parangtritis Beach 	<ul style="list-style-type: none"> ○ Bantul ○ Natural ○ Vast, oceanic ○ Sandy beach, beautiful sunset view ○ To enjoy the magnificence of South Ocean 	Kedung Kayang 	<ul style="list-style-type: none"> ○ Magelang ○ Natural ○ In highland ○ A 50-meter magnificent waterfall ○ To give visitors a chance to experience natural ambience and nature's power
Keraton Yogyakarta 	<ul style="list-style-type: none"> ○ Jogjakarta ○ Cultural and heritage ○ Large and sacred ○ Used to be living place for the King's family ○ To give visitors a chance to deepen their knowledge about the kingdom 	Monumen Jogja Kembali 	<ul style="list-style-type: none"> ○ Sleman ○ Historical ○ Great and elegant ○ Jogjakarta historical events ○ To inform the visitors about how Jogjakarta people struggled to get the independence
Malioboro 	<ul style="list-style-type: none"> ○ Jogjakarta ○ Trading ○ Long and famous ○ So many merchants which sell Jogjakarta exclusive souvenirs ○ To provide a great place for visitors to find many exclusive souvenirs 	Tamansari 	<ul style="list-style-type: none"> ○ Jogjakarta ○ Heritage ○ Large and beautiful ○ Used to be a private place for the queen and concubines to swim ○ To be one of unique places to visit because of its design and architecture

Meeting 6

Date : November 6, 2012

Day : Tuesday

Time : 07.00 – 08.30 (1h 30m)

The bell rang. I entered the classroom. I greeted the students and asked them their condition. I, then, permitted chief of the class to lead his friend to pray. After that, I told them what they did last meeting. Besides that, I persuaded my students to review the material we studied in the previous meeting.

Finishing reviewing and complimenting, I continued with explaining the next activity. The next activity was activity 6. It was a communication focus activity. The activity was about making 2-minute dialogue. Actually, in the lesson plan, they should work in pairs. But I modified the rule whilst the teaching-learning process; i.e. they should work in groups. My instruction to the students was the students had to choose a scenario from 3 scenarios which were provided in the handout which became the basis to make a dialogue. I gave them one-minute time to choose. After every group had decided its scenario, they were asked to make a dialogue. I asked them to make dialogues which involved only two characters. But, the process of making dialogue should involve all group members. I guided them how to make the dialogue. I told that in order to make the dialogue easy to make, the students had to arrange the opening, the content which consisted of questions-and-responses, and the closing. And to make the dialogue more alive in the students' minds, the students were not allowed to make written transcripts. But they were allowed to make clues to guide the rundown of the dialogue.

The scenarios used were as follows:

Scenario 1

You visited Monas and you were in a queue to enter the museum. However, the museum was closed just when it was your turn. You were very disappointed.

Scenario 2

You went on a tour, but the places you visited were the same with the one last year. You felt very bored and disappointed.

Scenario 3

The lake that you visited was splendid. You feel like staying there.

Scenario 4

The zoo that you visited has a limited number of animals and it's very dirty. You decided not to go there again.

Scenario 5

The botanical garden in Bogor was amazing. You have a great time being there.

After 20 minutes, they were ready to perform the dialogue. Although there were 8 groups, not all students in the groups could perform the dialogue since each group only sent a pair of students to perform the dialogue.

Group 1 performed a dialogue based on scenario 2. Group 2 performed a dialogue based on scenario 3. Group 3 performed a dialogue based on scenario 5. Group 4 performed a dialogue based on scenario 2. Group 5 performed a dialogue based on scenario 1. Group 6 performed a dialogue based on scenario 3. Group 7 performed a dialogue based on scenario 2. Group 8 performed a dialogue based on scenario 4.

While the pairs were performing the dialogues, the audience were asked to make their own assessment. Therefore, I distributed assessment sheets to them. There were several aspects that they had to assess from the pairs which stood in front of the class. In addition, every time after the pair finished performing the dialogue, I gave my feedback to them. The rest of students were expected to understand what should be done after knowing the feedbacks. Thus the feedbacks were aimed to improve speaking skill of both students who performed the dialogues and the ones who sat down watching the performers' act. The purpose was that the groups could perform their best by learning from other groups' feedbacks.

After all pairs from all groups had shown their performances, we reviewed what we had learnt from previous meeting until that day meeting. I asked them what they liked and disliked most from the activities that had been conducted. Furthermore, I collected my students suggestions and critics as the basis of my consideration of the next cycle.

Meeting 7

Date : November 19, 2012

Day : Monday

Time : 10.30 – 11.50 (1h 20m)

It was Monday. That day was the first day of cycle 2. I entered the classroom. I greeted the students. In addition, because the week before they administered daily test of which the focus of the test was about grammar, I asked their prediction about the result of their test. The test was commissioned by the students' original English teacher. They said that the test was not easy. Most of them found many difficulties. I said sorry for them and I delivered my best expectation for the result of the test.

I continued the lesson. Because I knew that the test was difficult enough for the students, I asked them whether they had something to say about themselves related to the learning process. Unfortunately only few were brave enough to express their reflections. Then I asked why many students kept silent and did not say anything. Then, they only answered that they did not know what had to say. They said, *"kami ga tau kenapa sulit banget padahal kami juga sudah belajar, pak"*. Well, I accepted their answer because I thought they were still confused because of that test difficulty. And I said to them, *"Don't lose your spirit, guys. You still have many chances ahead. Be optimistic."*

Next, I changed the topic. *"Now, let's talk about other things else. These things surround us and they are very important. They can make us learn or work well. But they can make us unable to learn or work. What do you think of those things?"* I asked. A student answered loudly, *"money!"* the whole class, then, laughed. I replied, *"Good answer but it's not what I expect. Well those things are much more important than money, you know. Is there any guesser?"* A girl tried to guess, *"How about our mind, sir?"*. Then I gave the answer, *"Wow..it's close. Actually they are our healthy and illness. Or we can say our healthy."*

I delivered some warming up questions. For example, *"What makes us sick?"*, *"How should we treat our selves when we are sick?"*, *"What should we consume when you are sick?"*, *"How should you consume medicine?"*, etc. My students answered my questions responsively. They raised their hands and one by one they responded my questions.

Afterward, I explained the purpose of that day learning was to learn expressions of giving advice and warning. To start with, I distributed modules as the guidance for running down the activities in lesson plan 3.

When all students had accepted the modules, I asked the students to stay in their own desk. I gave them a new direction, *"Ok, guys. Last 6 meetings were called cycle 1. Then from this meeting to the next topic are called cycle 2. In this second cycle, I'd like you to form new groups. Do you see?"* My students replied, *"yes, sir."* Then I continued, *"To form new*

groups, the first thing I need you to do is to send 8 students who have good ability in English to the front of the class. Now please think about those 8 students. I give you a minute to think.” After they had thought about the candidates, I welcomed them to mention the first candidate. I asked the whole class agreement. If the whole class agreed, the candidate stayed in front of the class. We did the same things till we got 8 candidates. Then they were asked to decide their group mates. To prevent fighting for group mate selection, we limited the number of group mate selection. In every selection, a leader chose only one group mate. When a leader finished choosing a group mate, another leader was allowed to choose another group mate. The leaders chose the members based on the English skill the members had. Lower skill a member had, he/she became the first priority. The leaders did the same thing till every group consisted of four members. In addition, number of boy was maximally two in every group.

After my students finished forming groups, I asked them to sit down in the table based on their group number. I asked them, “*Do you feel comfortable with your new group?*” Some of them said, “*Yes, sir.*” And some others said, “*I hope so, sir.*” I responded, “*Whatever your group, with whoever you sit, you should work as a team since you are a team. And whoever in this class is your friend. Is it right? I think you are ready. Now, let’s get back to the lesson.*”

Then, I showed them examples about which expressions were advice and which ones were warning. I pointed out the word “should” in giving advice and the words “don’t” and “bare infinitive” to give warning. I explained, “*To make it easier to use, usually we apply the word ‘should’ or ‘better’ when we want to give advice to some body. Moreover, we use ‘don’t’ to give warning in the form of prohibition and directly ‘infinitive’, for example clean, to precede a warning in the form of command. Do you see that?*” Some of the students responded my explanation by nodding their heads.

Then we came in activity 1. In this activity, students heard a dialogue between Rika and her mom. The students were asked to pay attention to the use of expressions of giving advice or warning in the dialogue. After they finished listening, I asked them whether the recording was clear enough for them and whether they found any expression of giving advice and warning. I asked them, “*Who gave the advice or warning in the dialogue? What was it about?*” A girl raised her hand and wanted to answer. She said, “*It was about giving advice. Rika was the person who gave the advice.*” A boy disagreed, “*No, it was the mother (He meant Rika’s Mom)*”. I responded them, “*Good try, Rizka. Indeed, it was about giving advice. But actually Havid told the correct one about the person who gave the advice. Yes, the mother was the one who gave the advice. And what was the advice about?*” Another boy responded, “*It was about reminding to consume medicine.*” I complimented him, “*Yes, good answer, boy.*”

Next we came in activity 2. The activity was aimed to emphasize on students’ comprehension in a dialogue. Therefore, I played a recording. As usual, we used numbered-heads-together in this activity. As they were listening to the recording, they completed a matching task. Since there are 6 questions in the task and I needed them to cooperate and

focus, we make a deal to limit the number of questions for each member in a group. Therefore, I distributed a set of cards which consisted of 4 cards. In each card there was a number. The number was from 1 to 4. The group members drew the cards to determine their numbers in their groups. After they got their member numbers in their new groups, we made a deal about the number of questions to be done for each member. Then we achieved that 3 questions for each member were appropriate. Then we stated the rule of conduct in activity 2. The rule shared the questions to the group members so that all members did the task and they could work as a team in solving problem.

I asked them whether they were ready to listen to a recording. Because they said 'yes', I played it. The students did the task in a team. I played the recording twice. After a few minutes, they finished listening the recording. I gave them time to discuss their work in group. When they had discussion, I also played the recording once to assist them when they had difficulty in achieving agreement. I moved around to check their improvement. After a few minutes, they ended the group discussion for task 2. So we came in class discussion. In this session, I chose student number 1 from each group to deliver the answer. Thus, all students whose member number was 1 stood up in their group. What they did then was answering the questions. Each member from each group had to answer only 1 question and they were allowed to sit down after answering the questions. The students had to raise their hands to get the opportunity. The one who was the fastest deserved to answered the questions

Here was the order: The first question was answered by group 7. The second question was answered by group 6. The third question was answered by group 1. The fourth question was answered by group 5. The fifth question was answered by group 4. The last question was answered by group 8.

Because there were 2 groups which did not get any chance to answer the questions, so I gave them a question for each group. The group mates were asked to help the ones who stood up in their groups. The first question was, "*What was the dialogue between Agus and Tommy talking about?*" The student from group 3 raised his hand and answered the question correctly. She said, "*It was about planning to make a speech*". Then she was allowed to sit down. I continued giving question for group 2. The question was, "*What would the speech be about?*" Group 3 took a while to think. They had a little discussion. Then the student who stood up said, "*The speech would be about drug.*" Since he deliverer right answer, he was allowed to sit down. Then I checked the number of mistakes that perhaps the groups made, "How many mistakes do you make?" In fact, some groups made maximally 2 mistakes in activity 2. And some others made no mistake.

Ending activity 2, we continued the lesson. The next thing I taught to students was I drilled my students to utter some words to train their pronunciation. Besides that, I gave the students some sentences and the situations where the events in the sentences happened. This activity focused on grammar to improve their grammar capability. Both of these activities were modification of my lesson plan whilst teaching-learning process.

I wrote down the sentences on the board. I checked their understanding and allowed them to ask me if they had something unclear in their minds about grammar material I delivered. Because there was no question, I gave them 4 situations which about past tense, present tense, and future tense. Based on those situations, they made appropriate interrogative sentences and affirmative sentences. They did it in pairs. While they worked doing their task, I moved around to check their work. I found some grammar errors from some students. They could not differentiate the use of 'to be' and 'auxiliary verb'. Sometimes, they were still confused with the concept of 'countable and uncountable noun'. Therefore, I guided them to do the task so that they could decide the most appropriate answers. After a few minutes, they finished doing grammar activity. Then we discussed the answers from situation 1 to situation 3. Because this activity demanded open answers, a situation could result in different interrogative sentences and affirmative sentences. Hence, I allowed two or three pairs answering the same situation to see different perspectives from the pairs. I asked them to write down their answers in the board. I reminded them that each pair was only allowed to answer not more than one situation. Actually not all pairs went to in front of the class to write the interrogative and affirmative sentences because there were 17 pairs in the class but the task only needed maximally 12 pairs. After a while, they finished writing on the board. We discussed their work and fortunately we found few mistakes and sometimes misspelling. It was an improvement from the previous situation. I complimented my students because of that achievement. In addition, I encourage them to do much better than what they did today to achieve their best.

Meeting 8

Date : November 20, 2012

Day : Tuesday

Time : 07.00 – 08.30 (1h 30m)

Finishing comprehension focus activities in the previous meeting, we came in language focus. There were one preceding activity and two main activities. Those activities emphasized on the learning process of using certain expressions and grammar in real communication. To begin with, I commanded the students to get back in their groups.

In the preceding activity, students listened a recording. The recording contained expressions of giving advice and warning. In addition, they learnt to speak in the closest intonation and pronunciation with the speakers' intonation and pronunciation in the recording. After they ended practicing, I asked each group how to say some expressions in order to make sure that they, at least, tried to imitating the native speakers' way speaking in the recording and corrected them if there was any mistakes in terms of pronunciation or intonation. After all groups got checked, I guided them to continue the materials.

The next activity was task 3. This task was about completion task. The students had to complete a dialogue which missed some words and expressions. The students worked in groups to do the task. Before they started, as usual, they shared the job. The job sharing was determined together as a part of rule of conduct. In common, each member had to answer 5 questions in the task and after that, they had to discuss with their group mates to get their groups' final answer. After all members in groups understood their jobs, they started doing the task. I put a box below the incomplete dialogue. The box provided the missing words and expressions that the students needed to complete the dialogue. I moved around to check the groups' works and help the groups which needed my assist in doing the task. I reminded them to use English as the main mean of the communication, especially in group discussion. I reminded them to use the expressions that they had learnt from many previous meetings.

Several minutes passed and finally they finished their works. We had a class discussion. In that chance, I called all students whose member number in their groups was 4 to stand up. Just like in the class discussion of activity 2, the students who stood up had to raise their hands to take the chance to answer the questions. The opportunities to answer were given to the fastest students who raised their hands. The students who had answered, at least, a question were allowed to sit down. But for the first 2 chances, the groups had to answer 2 questions to make them allowed to sit down. Their group mates had to help them when they got difficulty in answering the question(s).

Here was the order:

The questions number 1 and 2 were answered correctly by group 8 so the student from group 8 was allowed to sit down.

The question number 3 was answered correctly but the question number 4 was answered wrongly by group 3 so the student from group 3 was not allowed to sit down since in the second chance, the group had to answer two correct answers.

The question number 5 was answered correctly by group 1 and the student from group 5 was allowed to sit down.

The question number 6 was answered correctly by group 3 so the student from group 3 was allowed to sit down.

The question number 7 was answered wrongly by group 7 so the student from group 7 was not allowed to sit down.

The question number 8 was answered correctly by group 2 so the student from group 2 was allowed to sit down.

The question number 9 was answered correctly by group 7 the student from group 7 was allowed to sit down.

The question number 10 was answered correctly by group 4 so the student from group 4 was allowed to sit down.

The question number 4 was delivered again and then group 2 answered correctly so the student from group 2 was allowed to sit down.

The question number 7 was delivered again and then group 5 answered correctly the student from group 3 was allowed to sit down.

After all students had sat down, I asked them how the level of difficulty of the task was. A student said, *"I think it was not easy enough."* Another student responded, *"We got difficulties in some questions."* Then I said, *"Well, if you get difficulty, it means that you learn and try to solve any problem. So don't be afraid if you make mistake. You can fix it in the next chances."*

Then we continued the materials. We reached in activity 4. In this activity, the students played Fan-n-Pick. Before playing, I explained rule of conduct of the game. Moreover, I gave them an example of playing the game by inviting 2 students to come in front of the class to play with me for a while. After giving the example, I asked my students' understanding. I allowed them to ask before they started to play. Then they asked me to replay the example because they were a little bit confused with the system. So I invited 2 other students and replayed the example again with them. Finishing giving the example of second time, I welcomed my students who wanted to ask anything related to the activity which would be

proceed. Because there was no student who wanted to ask anything, I told them that it was the time to start playing the game.

I reminded them to use English in group communication. They struggled to follow my instruction. I moved around to check their progress. Since this activity used cards with not really clear pictures in them, I provided a slide show on the screen containing pictures that they saw in the cards. I helped some students who did not understand about how to play the game. I corrected the ones who made mispronunciation and grammar error. Although it was so significant, I found that my students were better in their pronunciation and grammar as well as fluency. I permitted them to play the game twice in order to make them better in practicing to use the expressions of giving advice and warning. I observed their improvement.

They finished task 4 for practicing to use expressions of giving advice and warning after several minutes. Then I asked them about the difficulty in doing task 4. A student said, *"At first, we got difficulty but it disappeared when we played for the second time."* I continued asking them, "Did enjoy it?" Some students replied, "Absolutely."

Unfortunately, the bell rang. It meant that we had to end the lesson and continue next week. For the closing part, I asked them to practice to have short conversations in home, especially using expressions of giving advice and warning.

Meeting 9

Date : November 26, 2012

Day : Monday

Time : 10.30 – 11.50 (1h 30m)

That was meeting 9. It was the third meeting in first lesson plan of cycle 2. That day was used to conduct task 5. It was a communication focus activity.

I came in the class. Almost all of the students were in the classroom. Only few students were not in the class. So to start with, I greeted my students, *“Good morning, guys. How’s life?”* they responded my greeting. Then I continued asking whether they studied English in the previous night. Then I reviewed the materials about expressions of giving advice and warning. Then I asked them, *“Are you ready to have a real dialogue?”* They were silent for a moment. Then I continued, *“Well, today we will conduct role plays. And all of you will perform role plays. So I hope you’ve trained yourself well in home. Before we continue, do you want to ask something to me? Something that you don’t understand?”* They answered, *“No, sir.”*

So I gave a sign to form their last groups. After they sat in their groups, I asked them to look at task 5 in their modules. I explained to them, *“Ok, there were two situations. What you should do is to make a dialogue. The dialogue length should be 1-2 minutes. Not more or less. The dialogue involved a pair of students but all members in groups have to participate in creating the dialogues. You may not write any dialogue script. The dialogue should be as natural as possible. Therefore you should apply gestures and mimics to show real situations. You should be all out if you want to show your best. Do you understand?”* They answered, *“Yes, sir.”* Then I commanded them to determine the situation with their groupmates in which they would involve in the dialogues. I gave them a minute. I ended their choosing time and asked them, *“Now it’s time to create the dialogues. Remember, no dialogue script but pure spontaneity and improvisation. Make it really natural by giving mimics and gestures. Be confident to do that. All members should practice. Stronger students should help weaker students and the weaker students should encourage their selves to show the best. I gave you 15 minutes to prepare your dialogues in your groups.”* I moved around to give assistance to the ones who got any difficulty. Practically, almost all students could cooperate to create natural dialogue in their groups. Besides that, they were more active to invite shy students to join in the group discussions.

10 minutes passed. I asked them, *“Have you finished practicing the dialogue?”* Some of group responded, *“Yes, sir.”* But some other had not finished yet so I continued waiting and assisting. 5 minutes later. Then I gave a sign to stop practicing and to pay attention to me. I asked them, *“Are you ready to perform your dialogue in front of the class?”* They replied, *“Ready.”* Then I gave my students chance to determine the turns of performing the dialogues. I gave two options that all students had to achieve an agreement; whether they would take a

draw or wait under my command to perform the dialogues in front of the class. Finally they chose that they take a draw.

I told them that they would come in front of the class in groups but perform the dialogue in pairs. In front of the class, the pair which was off-task was instructed to help the pair which was on-task when it got difficulty in performing the dialogue. They did it in turn. It meant that after the first pair in each group finished performing the dialogue, the second pair replaced the first pair's position to perform the dialogue.

It needed for about 40 minutes for all students to perform their dialogues. However, the task was not over, I instructed every group to send a representative to come in front of the class. In this case, I invited the students whose number was 3 in their groups to come in front of the class. There, I asked them one by one to tell to the whole class about their own performances and their group performances from their point of views. In fact, most of them did not say that they perform their best. Most of them said that nervous of being in front of the class often made them thought to say nothing. I invited the rest of the class to give applause to appreciate them who were brave enough to tell their feelings. And then I asked them to get back to their groups.

Afterward, I gave my feedback about their performances. I emphasized that nervous could be minimized when they enjoyed what they did and did not view their tasks as tasks. It meant that they had to view they did the task because they had to flow in English communication as natural as possible. It meant that the tasks were not duties wherever they were; in the groups or in front of the class. After all, I congratulated them because from day to day they became better and better. And finally I hoped that the improvement could last for a long time.

The bell rang again. It meant that I had to end my lesson. I said thank you to my students and delivered farewell words.

Meeting 10

Date : November 27, 2012

Day : Tuesday

Time : 07.00 – 08.30 (1h 30m)

That day was the first day of the fourth material. The material was similar with the last material. It would be about giving advice and warning. It was because based on the meeting 7,8, and 9, the students did not master the material well. It was because the material was not as easy as previous materials for the students.

I arrived in the classroom before 7. So I prepared my instruments. My students helped me preparing some stuff that would be used in the teaching-learning process.

The bell rang to start the first session of the day. I greeted my students as usual. Then I explained to them that they would learn the way of giving advice and warning again to maintain what they had got from the last material. I said, *“Today we’ll learn the way of giving advice and warning to make you better in giving your friends advices and warnings. However, the topic is different. The topic is about our life problems. Do you still remember some expressions that you’ve learnt from previous meetings?”* They answered, *“Yes, sir.”* I continued, *“Well, do you still remember one of some keywords to give suggestion?”* They responded, *“should.”* I requested for the next example, *“What’s next?”* A student raised her hand and answered, *“It’s better to.”* Another student added, *“If I were you,”* I complimented them who answered my questions.

Then I delivered my students some questions about problems in their life for warming up. In this case, the problems were about health problems and social problems. The students delivered some of their problems one by one. They sometimes mentioned their friends’ problems to make jokes. Then I asked them solution or prevention to get rid of the problems.

Then I instructed them to regroup. Not long after, they had sat down in their groups. I asked the leaders of the groups to go to in front of the class. In front of the class, they received four modules each which contained the material about life problems of which the focus was learning expressions of giving advice and warning. After receiving the modules, I asked them to distribute the modules to their group mates.

After all students received the modules, I asked them to open it at the first page, *“Please read the dialogue between Ardi and his mom. And then tell me what the dialogue is about.”* After a while I asked them again, *“So what is the dialogue about?”* A student from group 2 answered, *“It’s about an unused lamp.”* I replied, *“What’s the matter with the unused lamp?”* A student from group 4 answered, *“Unused lamp is on.”* I added, *“What do you mean?”* He added, *“Ardi turned on an unused lamp.”* I deepen my question, *“So what should Ardi do?”* A student from group 6 raised her hand, *“He should turn of the lamp.”* I replied,

“Very good. The question is who gave Ardi suggestion or warning to turn off the unused lamp.” A student from group 3 tried to answer, *“His mom, sir.”* I asked to end the sequence of my questions, *“Why Ardi’s mom suggested Ardi to turn off the unused lamp?”* A student from group 7 responded, *“To use electricity wisely.”* I replied, *“Excellent.”* Then I also gave examples to students about saving electricity in their life.

Afterward, I led my students to do comprehension focus activities. There were 2 tasks in comprehension focus activities. In the task 1, I instructed my students to listen a recording (dialogue) and to determine whether the sentences in the table was true or false. They had to work in groups. And just like before, they shared the job. In this case, every member of the group did 3 questions from five available questions in the task. I played the recording twice in normal rate. I asked for their opinions about difficulty level of task. And also I checked the effectiveness of speed rate of the recording according to the students. They thought that the task was not really difficult and the speed rate of the recording was achievable to listen for them. After that, they had a group discussion session. I allowed them to discuss the answers with their group in 5 minutes.

Then we got in task 2. In this task, the students listened to the similar recording as in task 1. However, their duty was different. It was a rearranging task. They had to rearrange the cards to make a good dialogue which was similar with the one in the recording. Furthermore, the task trained them to learn direct-indirect speech since the dialogue contained direct utterances and the cards contained indirect utterances. I explained the procedure of doing the task. After that, I asked the leader to meet me in front of the class. Each of them received a set of cards and a sheet of blank paper. Next, they got back to their groups to share the cards with their group mates. In this case, every member received 2 to 3 cards. After all students received the cards, I checked their understanding about the procedure of the task. Because all students gave a sign that they had no problem with the rundown of the task, I gave students a sign to play the recording. I played twice in normal speed rate. After a few minutes, they finished their tasks. I gave them a few minutes more to recheck their works. Knowing that they had finished checking the works, I asked them how difficult the task was. They said that the task was challenging enough.

Next, we had a class discussion to see the answers. I pointed out students whose number was 1 to stand up. I invited them to show the answers. Every student from every group answered one question. I played the recording and paused in every time a speaker ended a speak turn to check whether the answers from the students were correct. The students who had answered the questions were permitted to sit down.

A student from group 1 raised his hand. He delivered a correct answer for the first turn of the dialogue. A student from group 5 answered correctly for the second turn of the dialogue. A student from group 3 showed her group answer for the third turn of the dialogue and it was correct. A student from group 8 tried to guess the answer of the fourth turn of the dialogue and he was correct. A student from group 7 made a guess for the answer of the fifth turn of the dialogue and she delivered a correct. A student from group 2 raised his hand and answered correctly the sixth turn of the dialogue. A student from group 6 guessed the answer

of seventh turn of the dialogue. The last student who answered the eight turn of the dialogue came from group 2.

We, then, continued the lesson on language focus activities. The first thing that the students did was they delivered incomplete expressions to other groups. The groups which had received the incomplete expressions obligate to finish them in order to make good expressions of giving advice or warning. I instructed them to have questions-and-answers in quick way in order to make chain of communication. My duty was giving them keywords to stimulate the groups in initiating the expressions. Every group was asked to initiate 2 incomplete expressions and to finish 2 incomplete expressions too. After a few minutes, they ended the activity. Afterwards, I asked my students about their difficulties. They said that because they had to response the incomplete expressions from other groups fast, they sometimes made wrong diction to complete the expressions. However, I said that mistakes were parts of their successes.

The following activity was task 3. Task 3 was about a completion task. Firstly, I instructed them to share the jobs. Every member had accepted the job distribution according to the numbers of their members. For the next step, they did the task individually according to the job distribution. Then I asked them to discuss their works with their pairs. After that, I instructed them to discuss with their groups. I gave them 10-minute work time for individual work and 5-minute work time each for pair discussions and group discussions. In group discussion, they were asked to achieve group general consensus. While they were doing the task, I walked around to check their difficulty and assist the ones who needed my help.

Ending doing the task, the students had a class discussion to check their works. Thus, I played the dialogues which gave the correct answers of the task. Besides that, I asked students to give short reasons for their answers. Most of the students understood why they wrote certain answers but some of them got difficulty to give short reasons of their answers. Also, I found few mistakes from the students in answering the task. I gave them my feedback about whole of their work in that activity.

Because the dialogues were done completely, I managed my students to have dialogues by reading the dialogues with paying attention to speaking accuracy: pronunciation and grammar. They did it in pairs. Besides that, I asked them to identify the problem and the suggestion or warning in each dialogue. After a few minutes, they finished doing the tasks. Then we had a class discussion to talk about the answers of the task.

The bell rang. It means that I had to end that day's lesson. I gave my students an opportunity to ask questions about that day's lesson. Nonetheless, there was no student who raised his/her hand to ask. Next, I suggested them preparing themselves for next meeting since they would perform dialogue more intensively. Furthermore, I told them to learn the materials that I had gave since the first time I taught them.

Meeting 11

Date : December 3, 2012

Day : Monday

Time : 10.30 – 11.50 (1h 20m)

That day was Monday. As usual, the timetable was shorter than other days. We got 80 minutes to conduct the whole lesson. Since my lesson was after first break time, there were some students outside the classroom. Hence, I gave them a sign to enter the classroom after I had finished preparing my observation kit.

To start with, I greeted my students. I asked their condition. Then, I asked them whether they had studied the English materials from the first meeting with me. I told them that that day they would continue learning to give suggestion or warning. I proposed some statements that needed students' answers in form of suggestions or warnings since my statements were about life problems to rehearse their memory. After ensuring students' preparation, I instructed them to regroup.

After they had sat in their groups, I explained what activities they would conduct. The first activity was named team-stand-and-share. There, the groups delivered chains of words to make suggestions or warning based on the pictures shown on the screen. All groups stood up. The ones which got the ball delivered 1-2 words. The groups which proposed relevant words in terms of the context and grammar were allowed to sit down. The last group which stood up finished the suggestions or warnings. The groups which were not able to propose relevant words to build a good chain of suggestion or warning were asked to get in front of the class to deliver their own suggestion or warning.

I found out that in the early moment they played the activity they took longer time to comprehend what they really had to do. But after several turns, they were got used to the activity. They could give response in quicker and more accurate way.

Ending the 4th chain of words, we continued on the next activity. The last activity was a communication focus activity. In the activity, the students were given 2 situations. In groups, they decided the situations which they had to develop into dialogues. Each group chose a situation. Then the members of every group worked together to make a dialogue which involved only 2 persons.

I added that although the main focus was about giving advice or warning, the students were asked to use the several previous expressions that they had learnt. The addition of previous expressions in the dialogue gave additional value to the dialogue itself. Hence, I reviewed some previous expressions. I gave questions to the students to stimulate their memory to call their existing knowledge about expressions of asking-giving opinion and satisfaction or dissatisfaction. Fortunately, they could remember some expressions that they had learnt.

Then I moved around to see my students' improvement in terms of their speaking skill and cooperation. In addition, I assisted any group which need my help in doing the task. It took approximately 15 minutes for students to develop the dialogues. It was important to note that they students were not allowed to make any dialogue script. However, they were allowed to write clues to guide them in conducting the dialogue.

Then I gave them more time to practice the dialogue in pairs. Nonetheless they still sat in groups. I asked them to observe their friends dialogues and evaluate their performance in groups. In addition, I instructed them to give feedback to each other in the form of critics or suggestion to improve each member's speaking skill.

I asked them whether they were ready to perform their dialogue in front of the class. They said that they were ready. Since there were 16 pairs and the time was limited, I made a deal with the students to allow half of them to perform in that day and the rest would perform in the next day. Besides, I spread out assessment sheets to the students. The students were asked to fill them out with their own assessment based on some indicators. I explained the indicators to them.

In the first session, I instructed all groups to send a pair of members to perform the dialogue in turn. The students who did not perform the dialogue were asked to observe and evaluate their friends' performance based on indicators I had explained. Moreover, they were instructed to fill the assessment sheets.

With this way, all students were on-task. In one side students performed the dialogue and in another side the students observed and evaluated the performance. As usual, I moved around to check students' progress during the task.

Finishing every turn of the performance, the students told their experience related to their performance and their improvement. In response to their sharing, I gave them feedback to guide them in improving their speaking skill.

Meeting 12

Date : December 5, 2012

Day : Tuesday

Time : 07.00 – 08.30 (1h 30m)

It was 7 o'clock. The bell to start the first lesson rang. I came in the classroom and I greeted my students. I asked them about their condition. I asked the chief of the class to lead the prayer.

Finishing praying, I asked for my students' opinion about the first performance which was conducted by the first pair of every group. In addition, I asked them about their preparation for the second performance. I delivered my suggestion for the second performance which would be conducted by the second pair of each group. I gave them opportunity to ask me before we started the main lesson.

Since there was no question, I welcomed them to perform the second pairs. The procedure was almost similar with the previous performance. The students in front of the class performed the dialogue and the students who did not perform the role plays observed and evaluated the ones who performed the role plays.

After all of my students shown their performances, I delivered some feedback to them. I told them what I had seen when teaching them. It was about how they started, how they proceeded, how they improved, and many others since the first time when I taught them.

Then I spread out a questionnaire to collect students' opinion, view, feeling, suggestion, and even critics about the teaching-learning process, media, teacher, and their improvement. They needed a few minutes to fill in the questionnaire.

After the students submitted the questionnaire, I used the rest of the time to thank them for their participation in my research study. I also said my expectation for them related to learning English, especially speaking skill. Moreover, I said some other before I said farewell to them.

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPTS

Interview Transcripts of Meeting 1 – 6

Meeting 1 – Interview 1

A : Meeting one Interview One, menurut adik ya Pelajaran bahasa Inggris hari ini gmn?

B : Kalau menurut saya cukup berbeda ya karena berbeda dari biasanya karena ini tu banyak menggunakan ada yang berhubungan sama pendengaran sama speaking ngomong gitu gak kayak biasanya kan tu serius sama tulisan sama grammar sama yang pokoknya tuw focus sama apa ya materi-materi gitulah , kalau ini thu menyenangkan

A : Oh iya, terus kira-kira tadi kan sudah belajar , iya kan? Terus tujuan, tujuan hari ini belajar bahasa inggris buat apa?

B : Kalau ngeliat tadi tu kayaknya mengarah supaya bisa speaking gt ngomong gitu

A : Iya bagus , terus tadi, kan tadi kan kita belajarnya pakai kooperatif

B : Iya

A: Kooperatif, masih inget kan kooperatif ? Sebelum kita mulai kan ada pembentukan grup itu. Milih sendiri kan temennya

B : Iya

A: Itu menurut Anda gimana?

B : Kalau menurut aku sih, enak yah kalau milih kelompok sendiri, soalnya tu kan kita bisa milih temen yang memang cocok sama kita gitu loh kalau gak cocok tu biasanya masih butuh penyesuain jadi kita susah kalau mau ngerjain ini, pembagian itu juga susah gitu kalau masih butuh penyesuaian

A : Tapi kadang- kadang juga nemu kan temen yang kurang bisa diajak kerjasama itu, gimana? Walaupun dah temen, temen deket gitu tapi kurang bisa diajak kerjasama itu gimana?

B : Ehm, tapi biasanya tu nek kalau temen dah deket tu biasanya dah cocok, enak gitu

A: Oh iya, yang penting enak dulu ya

B: Iya

A: Terus secara keseluruhan tadi bisa ngikuti pelajarannya ndak?

B: Kalau

A : Nyaman ndak?

B : Kalau keseluruhan bisa sih, enak, nyaman

A : Oh Iya, mudeng?

B: Lumayan mudeng

A : Oh iya-iya udah terimakasih ya

Meeting 1 – Interview 2

T : E...hari ini pertemuan dengan saya di kelas. Kemudian, bagaimana rasanya di kelas, dalam artian waktu saya ngajar dibandingkan dengan waktu guru asli kalian ngajar?

S : Suasananya itu sangat berbeda karena biasanya itu guru yang aslinya mengajar itu cuma mengajari tentang grammar tetapi untuk saat ini kita belajar mengenai listening dan speaking.

T : Ok...terus...berdasarkan penjelasan tadi yang pak guru bilang, e...hari ini itu sebenarnya utamanya mau belajar apa?

S : E...utamanya itu mau mempelajari tentang speaking tapi tadi itu kebanyakan masih mempelajari listening.

T : Iya, memang. Itu karenanya sesinya baru itu. Kemudian masih inget, tadi kita untuk groupingnya, kita kan belajarnya pake cooperative tujuannya speaking tapi pake cooperative, kerjasama dengan temen-temennya dan juga gurunya sendiri itu, terus milih temen untuk pembentukan grup. Waktu pembentukan grup dengan milih temen, kamu bagaimana rasanya? Ga suka atau suka?

S : Ehm...yang waktu milih temen? Ya menurut saya itu adil karena kita milih sendiri. Kalau memilih temen yang dirasa cocok untuk belajar bersama.

T : Teman kamu cocok semua sama kamu?

S : Ya...

T : Jujur saja..

S : Ya dapatnya ada yang cocok, ada yang ga.

T : Kemudian, e....mgkn kalian sudah sering menggunakan system grouping tapi beda dengan konsep saya. Konsep saya bukan hanya grouping. Tapi cooperative learning itu lebih dari grouping. Kerjasama dengan siapapun. Bisa dengan guru. Tapi dalam hal ini dibatasi dalam group. Nah...kesulitannya waktu menggunakan system seperti itu gimana? Waktu di dalam group? Bekerja sama dengan temennya, dengan gurunya, untuk melakukan sesuatu itu gimana? Kesulitannya apa?

S : Kesulitannya itu ada teman yang ngobrol sendiri. Ada teman yang tidak serius.

T : Jadi maksudnya ada teman yang ga ngobrolin pelajaran?

S : Iya..malah membicarakan yang lainnya.

T : Oh..gitu. Kalau kamu sendiri ngobrolin yang lain ato tidak?

S : He..he..he...kadang-kadang.

T : Oke...secara keseluruhan, hari ini dapat mengikuti pelajaran dengan baik ato ga? Walaupun masih baru, dengan guru yang baru, materi yang baru, cara yang baru, bisa ngikuti ato ga?

S : Hm...ya...bisa. E...berusaha untuk mengikut.

T : Donk ato blong?

S : He..he...ya dikit-dikit bisa.

T : Sedikit-sedikit donk tapi kebanyakan blong?

S : Ya...dikit-dikit donk.

T : Tapi bisa ya...

S : Bisa.

T : Ok. Thank you.

Meeting 2 – Interview 1

A : Meeting two, Interview One, tadi ikut pelajaran bahasa inggris kan tadi?

B : Iya

A: Terus tadi gimana pelajaran bahasa inggrisnya

B : e

A : Tadi dapat apa?

B : Pelajaran hari ini memiliki aktivitas yang lebih banyak dari yang kemarin karena hari ini materinya adalah listening dan speaking terus dengan materi itu itu kita dapat memiliki pengetahuan lain tentang asking for and giving opinion kemudian media yang kita gunakan juga cukup, cukup bagus karena dilengkapi dengan gambar-gambar namun sebenarnya saya dan teman-teman kadang suka tidak paham karena kurangnya panduan dari Bapak guru. Dengan adanya materi ini kita juga kita dapat menerapkan system cooperation kooperatif learning . Dengan ini kita dapat, dapat berjalan di kelompok dengan baik

A : Terus tadi mesti ada kan kegiatan yang, kegiatannya kana da banyak, ada yang ndak disukai yang disukai.Apa yang tidak disukai atau apa yang disukai?

B : Yang paling disukai waktu speaking

A : Paling gak disukai?

B : Gak disukai itu listening karena ada teman yang masih bingung terus ada teman yang masih tanya-tanya

A: Oh gitu, terus tadi bilang kan penjelasannya gimana ya kurang gitu, kurangnya menurut Anda gimana? Dari pak gurunya, kurangnya gimana tho sebenarnya, kurang kasih contoh apa kurang

B : Kurang ngasih contohnya it uterus kurang kurang apa ya..gak ditanya-gak ditanya

A: bisa apa belum gitu?

B: Iya,

A : Oh iya-iya, terus tadi ada yang kurang kan medianya? Kira-kira medianya harus gimana?

B : Medianya

A: Untuk kan gambar, gambarnya giman?

B : Iya

A : Apa terlalu kecil

B : Gambarnya kurang jelas

A : Oh gamarnya kurang jelas karena hitam putih ?

B: Iya

A: Oh karena hitam putih ohya?

B : Iya

A : Tadi kan kita belajarnya speaking melalui kooperatif learning, itu kan kerjasama sama temenya itu

B : Iya

A : Di kelompok Anda bisa berjalan dengan baik gak itu?

B : Kelompok saya

A : Atau masih sering mondag-mandeg ada yang masih individu ada yang

B : Iya, masih ada yang individu gitu

A: Oh yaudah, terimakasih ya

B : Sama-sama

Meeting 2 – Interview 2

T : Tadi pelajaran bahasa inggris ya. Dapet apa tadi di kelas?

S : Tadi belajar tentang listening dan speaking. Ada apa itu, expressions of asking for and giving opinion gitu.

T : Oke, paham ga tadi?

S : Ya...paham. Dah cukup paham.

T : Tadi kan banyak latihan kan.

S : Iya. Jadi bisa lebih mengetahui e...apa ya, maksudnya bisa lebih paham karena berlatih gitu. Lebih sering berlatih.

T : Intonasinya dah bisa belum buat tanya? Kalo intonasi pake “what” itu naik opo turun hayo?

S : Turun..

T : Terus lanjut.. e...tadi ada pelajaran. Di dalam pelajaran ada beberapa aktifitas. Nah itu apa yang ga disukai ato apa yang disukai?

S : Kalo yang tidak saya sukai tu e...saat kalo listening itu temen-temen kadang ada yang ribut, kadang juga, apa itu, malah bertanya-tanya malah sering tanya-tanya (ngobrol) sama kelompok lain gitu.

T : O...malah ga perhatiin?

S : Iya..jadi malah ganggu yang lainnya.

T : Terus, dari media, apa yang perlu ditingkatkan?

S : Kejelasan dalam tampilan berbagai, apa ya, e...alat bantu dalam pembelajaran gitu.

T : Karena apa? Kekecilan ato terlalu burem?

S : Nganu..burem-burem gitu (gambar-gambar di kartu). Dari belakang ga jelas (slideshow-nya).

T : Kalo gitu lain waktu cari foto-copian yang warna gitu?

S : Iya..harus itu. He..he..

T : Kemudian, e...penjelasan dari pak guru, dah cukup jelas atau belum?

S : E...ya sudah cukup jelas. Tapi kadang, apa ya, saya sama temen-temen itu masih harus dibimbing secara pelan-pelan gitu soalnya kalau cepat-cepat itu kurang bisa memahami. Soalnya...

T : Jadi saya ngomongnya (menerangkannya) kecepeten ya?

S : Iya..agak cepet.

T : Oke..terus apa lagi. Sistem cooperative learning di kelompok anda, jadi sistemnya udah bisa berjalan dengan baik atau belum? Atau masih bergantung pada satu orang?

S : Ya..sudah bisa dikatakan cukup baik soalnya dalam berdiskusi juga sudah belajar menggunakan bahasa inggris gitu loh jadi sudah mulai untuk membiasakan diri dengan bahasa inggris. Walaupun kadang salah-salah gitu..asal-asal jawabnya..ngomongnya gitu.

T : Tapi paling ga temennya mudeng kan?

S : Iya. Tau maksudnya gitu.

Meeting 3 – Interview 1

A : Meeting three, interview one. E.. pertama e... saya mau tanya e.. tadi perform.tadi kan maju di depan kelas, iya kan speaking untuk untuk kegiatan untuk penelitian masih di teman kelas kelompok gitu kan . Lha bagaimana performance kelompoknya Erni atau malah performance kelompok e..yang punya erni atau malah punya atau kamu sendiri gimana?

B : E...saya itu sangat nervous e..karena saya sendiri tidak bisa ngomong karena lupa lupa tentang vocabulary dan grammar

A : O...gitu jadi

B : Heem

A : Lupanya karena nervous

B : Iya

A : Iya,kalau gak nervous kira-kira lupa apa gak?

B : Ya..gak tahu..(TERTAWA)

A : Gak tau juga.Oke, terus tadi walaupun sudah seperti itu kita kan sudah berusaha , kamu sudah berusaha kan ?

B : (BATUK)

A : Udah Berusaha , nah itu tu sudah berusaha maksimal atau masih kurang maksimal masih ada beribet. Artinya gini mau gini tapi kok gak tadi. Nah gitu?

B : Belum maksimal

A : Belum ya?

B : Iya

A : Oke, tadi bilang nervous. Nervousnya seberapa parah sih?

B : Emm, ya mungkin karena di..lihat oleh banyak teman dan dinilai oleh guru

A : Gitu?

B : hmm

A : (TERTAWA) e...kemudian e...walaupun begitu tetep aja kan kamu juga nemu caranya untuk menghadapi nervous.Caramu untuk menghadapi nervous untuk menekan gak nervous walaupun dikit-dikit ya hasilnya juga gak papa . Itu gimana tadi?

B : Emmm

A : Waktu di depan kelas

B : Saya mencoba untuk tidak mempedulikan teman-teman saya

A : Kenapa?

B : E...

A : oh..

B : Anggap saja mereka tidak ada (tertawa)

A : (TERTAWA) itu mengerti

B : Tertawa

A: Oke,kemudian e...saat berbicara iya kan, e...saat berbicara itu kan ada yang namanya tingkat fluency

B : Iya

A : Jadi kecepatan ngomong,,lha kalo kamu sendiri gimana ne kecepatan ngomongnya

B : Emm,

A : e....masih pedot-pedot atau sudah normal atau malah sangat cep, atau malah cepat bagi kamu sendiri

B : e...

A : kurang atau langsung bagi kamu sendiri

B: E...fluencynya masih terbata-bata

A : Masih terbata-bata

B : (TERSENYUM)

A :Itu karena nervous tadi atau karena karena kamu tu sebenarnya bisa atau kamunya memang belum bisa?

B: Ya,,mungkin bisa karena itu mungkin itu belum maksimal

A : Oh...gitu,yaya..terus tadi waktu di meja, dimeja maksudnya masih duduk dimeja untuk untuk mengobrol untuk membikin dialog sama waktu di depan perform tadi e...kita kan juga punya temen disitu ,,e...temen maju e..itu bantu apa gak? Temennya bantu apa gak

B: Iya

A : Semisal ada kesulitan kita, kita lupa dipancing-pancing gitu atau gimana?

B : Teman-teman sih emm...banyak yang membantu tapi ada juga yang pasif dan sering diam

A : O..gitu

B : Emm,, tapi kita berusaha untuk saling pancing agar bisa ngomong

A : O..yaya,e.. waktu waktu pertama dimeja itu tadi ya?

B : Iya

A : Masih dimeja. Oh begitu, yaudah terimakasih ya tengkyu

Meeting 3 – Interview 2

T : Oke. E...hari ini kan kita perform gitu ya. Perform, jadi..apa yang sudah dipelajari ketika di grup itu ditampilkan di depan kelas.

Oke..performane..bagaimana performance anda..sama temen-temennya? Sudah maksimal apa belum waktu maju tadi?

S : Kalau menurut saya sih kurang maksimal.

T : Oke..kenapa?

S : E..gimana ya? E..kita tu kalau maju masih grogi masih takut gitu lho. Karena kita kan masih belum menguasai jadi kalau mau ngomong masih takut, masih belum berani gitu lah.

T : O..gitu. ya..ya..ya.. terus, itu...lebih tepatnya belum menguasai atau sebenarnya sudah bisa tapi karena di depan kelas grogi..nervous jadi blank semua..atau memang gimana?

S : oya..biasanya kalau maju tu...udah ya karena grogi itu jadi apa yang tadi sudah dihafal itu hilang semua gitu lho. Ya mungkin karena grogi itu.

T : terus waktu maju itu sebenarnya...e..majunya itu waktu ngobrol di depan berdasarkan ingatan, full ingatan jadi diinget-inget apa yang tadi diomongin (di dalam grup) atau sudah ada inovasi (improvisasi) jadi semisal ah..yang penting ngomongin ini dengan cara yang beda dari yang tadi dipraktekan di grup?

S : Jadinya kalo dah maju di depan tu..ada inovasinya (improvisasi) gitu.. karena ya ada yang hilang itu jadi lupa. Jadi dibuat sendiri lah.

T : walaupun bingung mau ngomongnya gimana?

S : iya...

T : Ya..oke..kemudian dikit banyak orang kalau udah di depan umum itu nervous. Bahkan orang terkenal sekalipun. Ngomong tu pasti nervous. Nah kalau tadi kan masih di dalam kelas tapi yang ngliatin banyak orang, temen-temennya sendiri. Sedikit-sedikit ada usaha kan untuk menghilangkan nervous. Lha..itu gimana caranya gimana dari kamu? Untuk ngilangin nervousnya?

S : Biasanya tu kayak anggep temen-temen tu ga ada. Kayak misalnya dianggep batu gitu lho.. apa mungkin kita tu e... ya pokoknya kalau temen-temen kita tu dianggap ga ada.

T : O...gitu. jadi kita ngomong tu kayak ga ada yang nonton gitu?

S : supaya ga...supaya berani gitu lho... kayak ya...ada tapi tu dianggap ga ada tapi ada

T : Ya...jadi kayak ngobrol biasa gitu? Ga ada yang nonton. Kalau ada yang nonton juga ga enak kan. Oke...kemudian..e...semisal...bukan semisal, memang waktu di depan kelas, selain di depan kelas, oke, sekarang kita tanya di grupnya dulu. Bisa ngomong dengan lancer apa ga?

S : e...kayaknya masih kurang lancer.

T : berarti kalau di depan kelas malah lebih lancar?

S : Nih..malah tambah ih.....malah tambah susah. [tertawa]

T : Oh..malah tambah susah. [tertawa] Nah...oke..karena kita sama-sama baru belajar, terutama guru juga masih belajar, murid juga sama belajar, cuma beda levelnya. Oke, waktu belajar di dalam grup, ya, temen-temen pada bantu ga? Kalau kesulitan. Guru juga bisa bantu ga?

S : Temen-temen..e...ya dikit banyak bisa bantu. Kalau temen-temen. Ya tetep kadang tu kalau kelompok tu ada yang diem...ya pokoknya banyak diemnya gitu lho. Nerima aja keputusan temen-temennya, ga memberikan suatu pendapat.

T : Kalau kamu sendiri gimana di dalam kelompok? Diem...pasif...atau aktif?

S : ya ga aktif-aktif banget,

T : ya ga diem-diem banget?

S : he..he..he.. [tertawa]

Meeting 4 - Interview 1

T : Dek, tadi belajar bahasa inggris temanya apa? Inget ato or ga?

S : Temanya tadi tentang mempelajari tempat-tempat wisata. Jadi apa ya....Jadi mempelajari letak tempat-tempat wisata itu. Terus...keadaan tempat-tempat wisata itu. Iya seperti itu lah.

T : Ok. Terus. Karena tempat wisata, kira-kira jadi bikin pelajarannya lebih menarik ga?

S : Ya sangat menarik. Karena kalo mempelajari tempat wisata itu, jadi kita merasa ada di tempat itu. Jadi tidak merasa bosan. Seperti itu.

T : Oh.ya..ya.. Tadi kan pelajarannya temanya memang tempat wisata. Kemudian ekspresinya adalah *expressing satisfaction and dissatisfaction*. Menyatakan tentang tingkat kepuasan dan ketidakpuasan. Itu sesuai ato tidak? Kira-kira kalo tempat wisata itu ngomongnya tentang kepuasan dan ketidakpuasan? Sesuai ato ga?

S : Ya sesuai. Soalnya kan tempat wisat itu, kalo menentukan.....eee.....perasaan pengunjung tempat wisata itu. Jadi tempat....pengunjungya itu puas ga? Kalo mendatangi tempat wisata yang seperti ini..yang seperti ini...jadi seperti itu.

T : Jadi kalo tempat wisatanya bersih, pengunjungnya puas... Kalo ga tertata rapi, kotor..

S : Iya..tidak puas...tidak nyaman...tidak puas.

T : Terus tadi kan pelajaran ada beberapa aktivitas tu. Itu paling sulit buat anda apa?

S : Kalo menurut saya yang paling sulit itu mendengarkan dialog yang terlalu cepat terus vocabulary-nya saya kurang paham gitu lho...eeeeee...jadi tidak tahu maknanya dengan pasti. Jadi sulit memahami.

T : O..gitu. Itu apa juga karena yang ngomong orang native...orang asli...jadi ngomongnya kayak diseret.

S : Iya...bisa. Itu jadi salah satu faktornya.

T : Terus...ini sudah pertemuan ke-4 ya.. Kelompok anda sudah bisa lebih solid ga waktu belajar?

S : Iya...sudah bisa bekerja sama. Sudah enak buat diajak...berdiskusi. Sudah bisa membantu satu sama lain kesulitannya apa gitu. Bisa saling membantu.

T : Ok. Terima kasih.

Meeting 5 – Interview 1

T : Oke, tadi kan kegiatannya dah banyak tadi. E...terus..eh..hari ini bisa ga? Waktu di dalam grup..waktu di dalam grup itu mengeluarkan kemampuan speakingnya secara lebih aktif?

S : E...lumayan. Ya..hari ini cukup aktif untuk bisa ngomong bahasa inggris. Terutama tadi pas permainan circle the sage itu kan ada yang jadi sage, ada yang jadi guesser. Gantian gitu.

T : Ya..ya..gitu ya. Oke, kemudian e...factor pendukung..kan ada itu yang bisa bantu-bantu lah, yang bisa bikin kamu lebih cepat belajar speaking-ny apa? Lebih lancer, lebih pede, atau lebih apa pun itu asal itu baik. Apa itu?

S : e...pasti yang pertama itu tuntutan permainnya itu kan. Kita harus bisa aktif sama..itu aja ada dorongan dari temen-temen jadi kita harus jadi lebih aktif karena kan...e...kita kan gantian gitu lho ma temen-temen ...gantian buat tanya.

T : Istilahnya..question-and-answer, question-and-answer gitu terus ya? Oke, terus..materi ini kan satisfaction and dissatisfaction sebenarnya. Mengajari tentang bagaimana mengekspresikan satisfaction-dissatisfaction. Tapi sebelumnya ini kan ada tu, materi tentang asking for and giving opinion, jadi menanyakan dan memberikan opini. Itu kira-kira kalau kita sebelumnya sudah menyambungkan apa yang kemarin dipelajari belajar yang sekarang itu bagaimana? Bermanfaat ga untuk belajar yang sekarang (expressing satisfaction and dissatisfaction).

S : e...bermanfaat untuk belajar yang sekarang karena apa ya...e...asking for sama yang ini tu kayak ada hubungannya jadi ya tetep membantu saat expressing satisfaction and dissatisfaction.

T : Ya..untuk menanyakan tentang tingkat kepuasan ya?

S : Iya..

T : Ya..oke. kemudian saat aktivitas circle-the-sage, what's your difficulty? Apa kesulitannya?

S : e...kalo pas jadi sage itu kan kita jadi pusat...apa itu...temen-temen tanya ke kita. Kita tu jadi kayak seolah-olah pusat..apa itu...pusat informasi

tentang suatu hal gitu loh. Jadi sulitnya itu kita bisa menyampaikan informasi ke temen-temen secara lengkap atau jelas sama ga ngebosenin temen-temen gitu.

T : hm...kalau jadi guesser-nya? Gimana?

S : Kalau jadi guesser-nya kita jadi penasaran gitu, pengen nanya terus. Ya..paling kita butuh jawaban yang...ya...menurut kita...gimana ya...ya asik lah gitu, mungkin.

T : Maksudnya tu bisa...bikin kita jadi lebih tahu gitu ya?

S : Iya..

T : Kemudian medianya tadi gimana hari ini?

S : e...

T : Gambar sama kertas kecil-kecil?

S : e...kalau pake gambar itu cukup membantu sih. Soalnya kita bisa jadi situasi gimana kita nanti mau ngomong pake bahasa inggris tu kita jadi lebih mudah ngebayanginnya gitu.

Meeting 5 - Interview 2

T : Ok. E...hari Ini kan aktivitas speakingnya sudah banyak. Kebanyakan speaking, bukan listening tadi. Ya walaupun dalam speaking masih ada listening-listeningnya. Tapi apakah hari ini anda bisa melatih kemampuan speaking lebih aktif? Menggunakan kemampuan berbicara dengan bahasa inggris dengan lebih aktif?

S : Iya.

T : Kemudian, e...materi pendukung apa yang bisa membuat anda lebih aktif hari ini?

S : Mungkin karena bantuan dari teman-teman dan guru.

T : Oh..karena itu. Seberapa besar peran materi sebelumnya, asking for and giving opinion terhadap anda belajar satisfaction sama dissatisfaction? Atau menyatakan kepuasan-ketidakpuasan?

S : Ya..lebih membantu untuk pelajaran hari ini karena lebih mudah untuk memahaminya.

T : Membantunya kenapa?

S : Yak arena kemarin sudah belajar asking for and giving opinion, eh...bermanfaat untuk sekarang ini, untuk mempelajari ekspresi yang lain.

T : O..gitu. Itu opinion tanya pendapat ya. Satisfaction juga pendapat sebenarnya kan?

S : Iya.

T : Kemudian bagaimana rasanya anda menjadi sage, jadi orang yang....tadi kan ada yang sage, ada yang guesser. Yang sage tugasnya memberikan informasi, yang guesser tugasnya bertanya-tanya-tanya, nebak juga. Yang sage memberikan tebakan. Oke, itu gimana itu? Rasanya gimana jadi sage sama guesser? Lebih enak yang mana kalau menurut anda?

S : Lebih enak yang....sage.

T : Sage? Iya? Kenapa lebih enak sage?

S : Karena itu menjadi sumber informasinya.

T : Ngasih quiz juga ya?

S : Iya.

T : terus kesulitannya apa waktu anda menjadi sage sama guesser itu?

S : eh...kesulitannya saat tidak bisa menebak.

T : Ga bisa nebak gitu ya? [tertawa]

S : Iya...[tertawa]

T : Kalo jadi sage gampang?

S : Ada yang sulit juga sih. [tertawa]

T : Sulitnya apa kalo jadi sage?

S : Saat kesulitan memberikan informasi.

T : Oh..karena kurang vocab?

S : Iya.

T : Kemudian media. Media gimana hari ini? Cukup membantu ga?

S : Ya cukup membantu karena adanya gambar di monitor, eh...bisa membantu untuk mencari informasi.

T : Ya...yang di monitor itu sebenarnya namanya slide show yang di papan tulis itu ya?

Meeting 5 – Interview 1

T : Oke, tadi kan kegiatannya dah banyak tadi. E...terus..eh..hari ini bisa ga? Waktu di dalam grup..waktu di dalam grup itu mengeluarkan kemampuan speakingnya secara lebih aktif?

S : E...lumayan. Ya..hari ini cukup aktif untuk bisa ngomong bahasa inggris. Terutama tadi pas permainan circle the sage itu kan ada yang jadi sage, ada yang jadi guesser. Gantian gitu.

T : Ya..ya..gitu ya. Oke, kemudian e...factor pendukung..kan ada itu yang bisa bantu-bantu lah, yang bisa bikin kamu lebih cepat belajar speaking-ny apa? Lebih lancer, lebih pede, atau lebih apa pun itu asal itu baik. Apa itu?

S : e...pasti yang pertama itu tuntutan permainnya itu kan. Kita harus bisa aktif sama..itu aja ada dorongan dari temen-temen jadi kita harus jadi lebih aktif karena kan...e...kita kan gantian gitu lho ma temen-temen ...gantian buat tanya.

T : Istilahnya..question-and-answer, question-and-answer gitu terus ya? Oke, terus..materi ini kan satisfaction and dissatisfaction sebenarnya. Mengajari tentang bagaimana mengekspresikan satisfaction-dissatisfaction. Tapi sebelumnya ini kan ada tu, materi tentang asking for and giving opinion, jadi menanyakan dan memberikan opini. Itu kira-kira kalau kita sebelumnya sudah menyambungkan apa yang kemarin dipelajari belajar yang sekarang itu bagaimana? Bermanfaat ga untuk belajar yang sekarang (expressing satisfaction and dissatisfaction).

S : e...bermanfaat untuk belajar yang sekarang karena apa ya...e...asking for sama yang ini tu kayak ada hubungannya jadi ya tetep membantu saat expressing satisfaction and dissatisfaction.

T : Ya..untuk menanyakan tentang tingkat kepuasan ya?

S : Iya..

T : Ya..oke. kemudian saat aktivitas circle-the-sage, what's your difficulty? Apa kesulitannya?

S : e...kalo pas jadi sage itu kan kita jadi pusat...apa itu...temen-temen tanya ke kita. Kita tu jadi kayak seolah-olah pusat..apa itu...pusat informasi tentang suatu hal gitu loh. Jadi sulitnya itu kita bisa menyampaikan informasi ke temen-temen secara lengkap atau jelas sama ga ngebosenin temen-temen gitu.

T : hm...kalau jadi guesser-nya? Gimana?

S : Kalau jadi guesser-nya kita jadi penasaran gitu, pengen nanya terus. Ya..paling kita butuh jawaban yang...ya...menurut kita...gimana ya...ya asik lah gitu, mungkin.

T : Maksudnya tu bisa...bikin kita jadi lebih tahu gitu ya?

S : Iya..

T : Kemudian medianya tadi gimana hari ini?

S : e...

T : Gambar sama kertas kecil-kecil?

S : e...kalau pake gambar itu cukup membantu sih. Soalnya kita bisa jadi situasi gimana kita nanti mau ngomong pake bahasa inggris tu kita jadi lebih mudah ngebayanginnya gitu.

Meeting 6 - Interview 2

T : E...pada saat, sebelumnya tadi gimana performancenya?

S : e..ya sudah lebih lancar, maksudnya tidak grogi lagi, tidak e...apa itu...merasa takut lagi.

T : Oke, good, then, sebelum performance itu kan kita menciptakan dialog ya..., dialog dalam group, atau dalam pair juga bisa. Terus, waktu dalam group itu, menciptakan dialognya, itu seluruh team memberikan kontribusi atau tidak?

S : ya seluruh anggota team itu memberi masukan, memberi...apa ya...ikut membantu menyumbangkan idenya, apa itu..mau bicara tentang apa, mau membahas tentang apa..

T : Oya..ya...

S : Jadi lebih mudah dalam mengerjakan dialog itu.

T : O..gitu. terus tadi, untuk yang ini, nyatet ato ga? Ada tulisan ga? Ada script-scriptnya ga?

S : ada sedikit untuk panduan gitu.

T : oya..ya ga pa pa.

S : tapi waktu keduanya majunya mencoba untuk tidak.

T : Ok, very good. Mencoba untuk inovatif. Oke kemudian, e...kemarin-kemarin itu kan..nervous ya..itu lumrah, terus sampai sekarang, nervousnya masih besar atau sudah berkurang?

S : sudah berkurang. Soalnya kan...e...selama itu...e....apa itu... di depan teman-teman, sudah pernah belajar berdialog di depan kelas, jadi sudah terbiasa gitu, jadi sudah dianggap biasa lah.

T : Ya..ya..ya... bagus itu. Oke, kemudian, saya kan sudah pernah bilang, komunikasi ga cuma lewat mulut dan juga telinga, tapi juga harus ada gesture dan mimic. Untuk gesture dan mimiknya sendiri, seberapa membantu dalam menyampaikan ide ketika anda kesulitan ngomong?

S : e...kalau menggunakan gerakan tubuh itu jadi lebih...e....apa ya...e...lebih mudah untuk menyampaikan apa yang mau diucapkan gitu lho...jadi lebih membantu.

T : Jadi lebih loss gitu ya..untuk..untuk...menyampaikan sesuatu ya?

S : Iya...

T : Ya...terus...pada saat maju, ada yang maju, ada yang duduk, banyak yang duduk, yang maju cuma 4 orang (tiap maju), yang duduk sisanya.

S : Iya..iya...

T : kan yang duduk itu disuruh menilai juga (tuk) yang maju. Menurut kamu, itu seberapa besar manfaatnya ketika kita menilai, mengobservasi, mengamati...mengamati sama mengevaluasi temennya itu seberapa besar manfaatnya bagi diri sendiri?

S : Dengan menilai kemampuan orang lain, itu mengobservasi, jadi bisa mengetahui seberapa kemampuan saya gitu, seberapa bisanya saya jika dibandingkan kemampuan teman-teman yang lain, terus menjadi motivasi kalau wah ternyata saya itu masih kurang banget ya...apa itu...kemampuan speakingnya gitu. terus mencoba..opo kui...saya akan belajar biar bisa sama kayak dia, kalau bisa saya bisa lebih seperti dia, eh...lebih dari dia.

T : Oke, yes. Kemudian, setelah tadi perform ya...mesti ada yang kurang, tapi meskipun kurang pasti anda ingin meningkatkan. Nah...itu apa yang ingin ditingkatkan?

S : yang ingin ditingkatkan itu terutama kemampuan vocabulary supaya kalau mau berbicara apa-apa dalam bahasa inggris itu bisa langsung spontan gitu.

T : ehm...ya...

S : jadi mikirnya ga lama-lama, jadi mengurangi kesalahan kalau ga bisa-ga bisa. Bisa sedikit-sedikit berkurang kalau salah-salah.

T : Kemudian, dari pertemuan awal hingga sekarang, ketika dalam group ya...dalam group...dalam kelompok untuk menjalan sistemnya...untuk belajar..belajarlh intinya, itu kan juga sering menggunakan bahasa jawa, bahasa Indonesia, bahasa inggris.. Awalnya pasti banyak (bahasa jawa dan bahasa Indonesia), sampai sekarang bagaimana, ada perubahana atau ga? Penggunaan bahasa inggrisnya dibandingkan penggunaan bahasa jawa dan bahasa Indonesia?

S : Ya...dari pertemuan pertama sampai sekarang itu perubahannya sangat...ya lumayan lah. Kalau pertemuan pertama...kedua...itu masih sering menggunakan bahasa Indonesia...bahasa jawa karena terbiasanya dengan itu. Kalau menggunakan bahasa inggris kadang ya....malah malu kalau salah...kamu tu ga bisa kok malah nggaya-nggaya pakai bahasa inggris gitu. terus takutnya nanti kan malah dikira gitu sama temen-temen. Kan perasaan... Terus apa itu..kalau akhir-akhir ini sudah mulai mencoba..kan temen-temen juga mau belajar jadi saling mengerti..saling membantu..gitu. jadi sudah lebih sering memakai bahasa inggris sedikit-sedikit gitu.

QUESTIONNAIRES

Questionnaire 1

A. About the Students

1. Apakah Anda menyukai atau menghindari pelajaran Bahasa Inggris? Mengapa?

Jawab:

2. Lebih besar mana proporsi Anda dalam belajar Bahasa Inggris untuk oral skill (listening-speaking) dan written skill (reading-writing)? Mengapa?

Jawab:

3. Apa yang and ketahui atau pahami mengenai pentingnya menguasai *speaking skill* dalam Bahasa Inggris?

Jawab:

4. Apakah yang Anda menyukai dan percaya diri saat belajar *speaking* dalam Bahasa Inggris?

Jawab:

5. Bagaimana cara Anda belajar *speaking*? Apa kesulitan Anda dalam belajar *speaking*?

Jawab:

6. Seberapa sering Anda belajar *speaking* dalam satu minggu dan dengan siapa Anda biasanya belajar *speaking*?

Jawab:

7. Apa harapan Anda dalam belajar *speaking*?

Jawab:

8. Kegiatan apa yang paling Anda sukai atau inginkan dalam belajar *speaking*?

Jawab:

9. Apakah anda menyukai bekerjasama dengan teman atau guru dalam menyelesaikan tugas?

Jawab:

10. Kenapa anda suka atau menghindari bekarja sama dengan teman atau guru dalam menyelesaikan tugas?

Jawab:

B. About the Teacher

1. Apakah Bapak/Ibu Guru mampu memahami kebutuhan murid dalam hal *speaking*?

Jawab:

2. Apakah Bapak/Ibu Guru peka terhadap kesulitan belajar murid dalam hal *speaking*?

Jawab:

3. Apakah Bapak/Ibu Guru mampu mengajarkan materi *speaking* dengan jelas?

Jawab:

4. Apakah Bapak/Ibu Guru mampu bekerjasama untuk menjadi teman, sumber, fasilitator, dan peran lain yang sesuai dengan kebutuhan murid dalam belajar *speaking*?

Jawab:

5. Apakah yang murid harapkan agar Bapak/Ibu Guru mampu menjadi lebih baik lagi dalam mengajar *speaking* dalam Bahasa Inggris?

Jawab:

C. About the Teaching-Learning Process

1. Apakah Anda mampu menikmati suasana belajar dalam kelas?

Jawab:

2. Apakah cukup kondusif untuk belajar *speaking* di dalam kelas?

Jawab:

3. Apakah yang membuat Anda semangat belajar *speaking* di dalam kelas?

Jawab:

4. Apakah yang menurunkan semangat Anda untuk belajar *speaking* di dalam kelas?

Jawab:

5. Lebih mengasyikkan mana, belajar *speaking* dengan teman atau sendiri?

Jawab:

6. Apakah bekerjasama dengan orang lain (teman dan guru) untuk belajar *speaking* cukup bermanfaat? Mengapa?

Jawab:

7. Situasi apakah yang mampu meningkatkan dan menurunkan kepercayaan diri Anda di dalam kelas saat belajar *speaking*?

Jawab:

8. Kegiatan apa yang paling anda suka saat belajar *speaking* di dalam kelas?
Mengapa?
Jawab:
9. Kegiatan apa yang paling anda suka saat belajar *speaking* di luar kelas? Mengapa?
Jawab:
10. Lebih sering mana, belajar *speaking* di dalam kelas atau di luar kelas?
Jawab:

D. About the Material and Media

1. Apakah materi belajar *speaking* cukup jelas? Mengapa?
Jawab:
2. Apakah media untuk belajar *speaking* cukup membantu Anda? Mengapa?
Jawab:
3. Apakah materi *speaking* sangat mudah, mudah, sedang, sulit, sangat sulit bagi Anda?
Jawab:
4. Apa yang membuat Anda tidak mengerti isi atau fungsi dari materi atau media yang Anda gunakan untuk belajar *speaking*?
Jawab:
5. Hal apa yang perlu ditingkatkan dalam materi dan media agar lebih mempermudah Anda dalam belajar *speaking*?
Jawab:

Questionnaire 2

A. About the Students

1. Setelah siklus pertama selesai ini, apakah Anda menjadi lebih menyukai belajar *speaking* dan menyadari pentingnya menguasai *speaking skill*?
Jawab:
2. Perubahan apa yang terjadi pada diri Anda terkait belajar *oral skill: listening* dan *speaking skill* setelah siklus satu ini selesai?
Jawab:
3. Apakah ada peningkatan dalam diri Anda terkait penguasaan Anda terhadap *oral skill: listening* dan *speaking skill*?
Jawab:
4. Kesulitan belajar apa yang Anda temui untuk belajar *speaking skill* pada siklus pertama?
Jawab:
5. Apa harapan Anda dalam belajar *speaking* pada siklus kedua nanti?
Jawab:
6. Kesulitan dan kemudahan terbesar apa yang Anda temui saat belajar *oral skill: listening* dan *speaking skill* ketika berada di dalam group?
Jawab:
7. Secara keseluruhan, apakah belajar *oral skill: listening* dan *speaking skill* dalam group lebih efektif dan menyenangkan dibanding belajar sendiri-sendiri?
Jawab:

B. About the Teacher

1. Apakah Bapak Guru mampu memahami kebutuhan murid dalam hal *speaking*?
Mengapa?
Jawab:
2. Apakah Bapak Guru peka terhadap kesulitan belajar murid dalam hal *speaking*?
Mengapa?
Jawab:
3. Apakah Bapak Guru mampu mengajarkan materi *speaking* dengan jelas? Mengapa?
Jawab:

4. Apakah Bapak Guru mampu bekerjasama untuk menjadi teman, sumber, fasilitator, dan peran lain yang sesuai dengan kebutuhan murid dalam belajar *speaking*?

Berikan contohnya?

Jawab:

5. Apakah yang murid harapkan agar Bapak/Ibu Guru mampu menjadi lebih baik lagi dalam mengajar *speaking* dalam Bahasa Inggris? Berikan contohnya

Jawab:

C. About the Teaching-Learning Process

1. Apakah Anda mampu menikmati suasana belajar dalam kelas?

Jawab:

2. Apakah cukup kondusif untuk belajar *oral skill: listening* dan *speaking skill* di dalam kelas?

Jawab:

3. Apa proses belajar di siklus pertama mampu mengurangi kesulitan Anda dalam belajar *speaking skill*?

Jawab:

4. Kesulitan belajar apa bagi Anda yang sudah mampu dan belum mampu diselesaikan pada siklus pertama?

Jawab:

5. Kegiatan apa yang paling Anda sukai dalam belajar *speaking* selama siklus pertama?

Jawab:

6. Apakah yang membuat Anda meningkatkan dan menurunkan semangat belajar *speaking skill* di dalam kelas?

Jawab:

7. Situasi apakah yang mampu meningkatkan dan menurunkan kepercayaan diri Anda di dalam kelas saat belajar *speaking skill*?

Jawab:

8. Apakah bekerjasama dengan orang lain (teman dan guru) untuk belajar *speaking skill* cukup bermanfaat? Mengapa?

Jawab:

9. Kegiatan apa yang paling anda suka dan tidak suka saat belajar *speaking skill* selama siklus pertama? Mengapa?

Jawab:

D. About the Material and Media

1. Apakah materi belajar *speaking* cukup jelas? Mengapa?

Jawab:

2. Apakah media untuk belajar *speaking* cukup membantu Anda? Mengapa?

Jawab:

3. Apakah materi *speaking* di siklus pertama sangat mudah, mudah, sedang, sulit, atau sangat sulit bagi Anda?

Jawab:

4. Apa yang membuat Anda tidak mengerti isi atau fungsi dari materi atau media yang Anda gunakan untuk belajar *speaking*?

Jawab:

5. Hal apa yang perlu ditingkatkan dalam materi dan media agar lebih mempermudah Anda dalam belajar *speaking*?

Jawab:

Questionnaire 3

A. About the Students

1. Setelah seluruh program ini selesai, apakah Anda menjadi lebih menyukai dan menguasai *speaking skill*?

Jawab:

2. Perubahan apa yang terjadi pada diri Anda terkait belajar *speaking skill* setelah seluruh program ini selesai?

Jawab:

3. Jika ada peningkatan dalam diri Anda terkait penguasaan Anda terhadap *speaking skill*, perubahan apakah itu? Apakah terkait ekspresi dalam Bahasa Inggris, vocabulary, grammar, keaktifan, dan lain-lain?

Jawab:

4. Apa kesulitan yang Anda temui saat belajar *speaking skill* pada siklus pertama dapat teratasi pada siklus kedua?

Jawab:

5. Apa harapan Anda dalam belajar *speaking* dapat tercapai dalam program ini? Jika belum, apakah ada keinginan untuk mencapai di luar program ini?

Jawab:

6. Apakah kesulitan yang Anda temui saat belajar *speaking skill* ketika berada di dalam group dapat teratasi setelah program ini berlangsung hingga akhir?

Jawab:

7. Secara keseluruhan, apakah belajar *oral skill: listening & speaking* menggunakan pendekatan/metode *cooperative learning* lebih efektif dan menyenangkan dibanding belajar sendiri-sendiri?

Jawab:

B. About the Teacher

1. Secara keseluruhan dalam program, apakah Bapak Guru telah mampu memahami kebutuhan murid dalam hal *speaking*? Mengapa?

Jawab:

2. Secara keseluruhan, apakah Bapak Guru sudah peka terhadap kesulitan belajar murid dalam hal *speaking*? Mengapa?

Jawab:

3. Secara keseluruhan, apakah Bapak Guru mampu mengajarkan materi *speaking* dengan jelas? Mengapa?

Jawab:

4. Apakah Bapak Guru mampu bekerjasama untuk menjadi teman, sumber, fasilitator, dan peran lain yang sesuai dengan kebutuhan murid dalam belajar *speaking* selama program ini berlangsung? Berikan contohnya?

Jawab:

5. Apakah yang murid harapkan agar Bapak/Ibu Guru mampu menjadi lebih baik lagi dalam mengajar *speaking* dalam Bahasa Inggris?

Jawab:

C. About the Teaching-Learning Process

1. Apakah Anda telah mampu menikmati dan menyukai suasana belajar *speaking* di dalam kelas?

Jawab:

2. Apakah cukup kondusif untuk belajar *oral skill: listening* dan *speaking skill* di dalam kelas?

Jawab:

3. Apakah anda telah berani mempraktekan kemampuan *speaking skill* anda di luar kelas setelah anda mengikuti program ini?

Jawab:

4. Apa proses belajar di dalam seluruh program mampu mengurangi kesulitan Anda dalam belajar *speaking skill*?

Jawab:

5. Kesulitan belajar apa bagi Anda yang sudah mampu dan belum mampu diselesaikan dalam program ini?

Jawab:

6. Kegiatan apa yang paling Anda sukai dalam belajar *speaking* selama program ini berlangsung?

Jawab:

7. Apakah hal-hal yang dapat meningkatkan dalam belajar *speaking skill* di dalam atau di luar kelas dapat bertambah dan menurunkan semangat belajar Anda dapat berkurang setelah mengikuti program ini?

Jawab:

8. Apakah Anda kini mampu mengambil banyak manfaat dari bekerjasama dengan orang lain (teman dan guru) untuk belajar *speaking skill*? Apa contohnya?

Jawab:

9. Kegiatan apa yang paling anda suka dan tidak suka saat belajar *speaking skill* dalam keseluruhan program? Mengapa?

Jawab:

D. About the Material and Media

1. Apakah materi belajar *speaking* mampu ditingkatkan kejelasannya?

Jawab:

2. Apakah media untuk belajar *speaking* benar-benar membantu Anda?

Jawab:

3. Apakah materi *speaking* di dalam program ini sangat mudah, mudah, sedang, sulit, atau sangat sulit bagi Anda?

Jawab:

4. Apa hal yang Anda tidak mengerti isi atau fungsi dari materi atau media yang Anda gunakan untuk belajar *speaking* telah dapat dikurangi atau dihilangkan?

Jawab:

5. Hal apa yang perlu ditingkatkan dalam materi dan media agar lebih mempermudah Anda dalam belajar *speaking* untuk yang selanjutnya?

Jawab:

INTERVIEW GUIDELINES

Interview Guidelines

Whilst Action

Cycle 1

Meeting 1

1. Menurut anda, bagaimana pelajaran bahasa inggris hari ini?
2. Apa tujuan utama pelajaran hari ini?
3. Apa proses *grouping* sudah adil menurut anda?
4. Apa kesulitan anda di awal menggunakan sistem *cooperative learning* untuk belajar bahasa inggris?
5. Apakah anda dapat mengikuti pelajaran hari ini dengan baik?

Meeting 2

1. Apakah yang anda dapatkan dari pelajaran bahasa inggris hari ini?
2. Apa yang anda tidak sukai dan tidak sukai dari pelajaran hari ini?
3. Apa yang perlu ditingkatkan dari media belajar yang digunakan?
4. Apakah penjelasan dari Bapak guru cukup jelas bagi anda?
5. Apa sistem *cooperative learning* di grup anda sudah dapat berjalan dengan baik untuk mendukung peningkatan speaking skill anda?

Meeting 3

1. Bagaimana *performance* anda dan teman-teman hari ini? Seberapa maksimalkah?
2. Apa yang membuat anda lebih nervous saat *perform* di depan kelas?
3. Bagaimana cara anda menghadapi *nervous* pada saat *performance* tadi? (jika anda melakukan *performance*)
4. Seberapa tinggi tingkat *fluency* bahasa inggris anda sejauh ini?
5. Apakah teman-teman grup anda membantu anda ketika anda mengalami kesulitan dalam pelajaran hari ini?

Meeting 4

1. Apa tema pelajaran hari ini?
2. Menurut anda, seberapa menarik pelajaran hari ini?
3. Apakah tema pelajaran hari ini telah sesuai dengan materi-materi ekspresi bahasa inggris?
4. Aktivitas apa yang menurut anda sulit?

5. Apakah kelompok anda sudah lebih solid dari sebelumnya dalam mempelajari bahasa inggris?

Meeting 5

1. Apakah hari ini anda dapat mengeluarkan kemampuan *speaking* anda secara lebih aktif?
2. Faktor pendukung apa yang anda membantu anda mengeluarkan kemampuan *speaking* anda hari ini?
3. Berperankah menggunakan materi sebelumnya untuk mempelajari materi yang hari ini?
4. Bagaimana rasanya menjadi seorang *sage* dan *guesser* dalam pelajaran hari ini? Lebih menantang yang mana?
5. Kesulitan apa yang anda temui ketika menjadi *sage* dan *guesser*?
6. Apakah media yang disediakan cukup membantu anda dalam pelajaran hari ini?

Meeting 6

1. Pada saat menciptakan dialog sebelum *perform* di depan kelas, apakah seluruh anggota tim memberikan kontribusinya?
2. Apakah *nervous* yang anda miliki saat *speaking* di depan umum telah banyak berkurang dibanding sebelum-sebelumnya?
3. Apakah menggunakan *gesture* cukup membantu anda dalam menyampaikan ide dalam komunikasi?
4. Menurut anda, seberapa besar manfaatnya saat anda dan teman-teman lainnya ikut serta dalam mengobservasi dan mengevaluasi *performance* siswa-siswi yang tampil?
5. Setelah *perform* di depan tadi, hal apa yang perlu ditingkatkan dalam proses penguasaan *speaking skill* anda?
6. Dari pertemuan awal kita hingga sekarang, seberapa sering anda dan teman-teman grup menggunakan bahasa inggris dalam komunikasi di dalam grup? Apa masih sering juga menggunakan bahasa Indonesia dan bahasa jawa?

Cycle 2

Interview 7

1. Menurut anda, perlukah membentuk group dengan berdasar pada kemampuan tiap individu? Apakah cukup adil membentuk group dengan cara seperti itu?
2. Apakah anda nyaman dengan anggota kelompok yang baru ini?
3. Apakah group yang baru tampak potensial untuk membantu anda dalam meningkatkan kemampuan *speaking* dalam diri anda?
4. Apa tema pelajaran hari ini?
5. Ekspresi apa yang anda pelajari hari ini?

6. Dapatkah anda memberikan 1 – 2 contoh ekspresi untuk memberikan nasehat dalam bahasa Inggris?

Interview 8

1. Apakah anda dapat mengerti sepenuhnya isi dari recording yang dimainkan?
2. Seberapa sulit untuk meniru ucapan/pelafalan Bahasa Inggris oleh native speaker?
3. Menurut anda kenapa bisa demikian?
4. Menurut anda, apakah melakukan speaking harus menggunakan pakem grammar tertulis?
5. Apakah anda telah dapat mengucapkan banyak kata Bahasa Inggris dengan *pronunciation* dan *intonation* yang benar?
6. Selain lewat recording, sumber apa yang anda gunakan untuk belajar *pronunciation*?
7. *Pronunciation* dan *intonation* seperti apa yang biasanya menyulitkan bagi anda untuk diingat atau dilafalkan?
8. Apakah dengan melakukan mendengarkan dan mengimitasi apa yang diucapkan oleh native speaker cukup membantu dalam mempelajari *pronunciation*?
9. Apakah melakukan aktifitas *fan-and-pick* bisa membuat anda lebih aktif dan lebih lancar dalam bercakap-cakap di dalam kelompok?
10. Apakah guru cukup membantu anda dalam mengoreksi *pronunciation* dan *intonation* yang salah?

Interview 9

1. Sampai pertemuan ini, apakah cukup membantu jika mengerjakan tugas dengan *team-pair-solo*, terutama dalam efektifitas kerja di dalam group dan peningkatan kepercayaan diri untuk *speaking* Bahasa Inggris? Kenapa demikian?
2. Apakah anda sudah dapat membuat dialog secara spontan tanpa harus menulis *script* atau *clue* terlebih dahulu?
3. Menurut anda secara *grammar*, apakah saat *performance* tadi dapat dikatakan baik?
4. Menurut anda, apakah *pronunciation* saat *performance* tadi sebagian besar sudah tepat?
5. Menurut anda, apakah *intonation* saat *performance* tadi juga sebagian besar sudah benar?
6. Lebih sulit mana bagi anda untuk dikoreksi: *grammar*, *pronunciation*, atau *intonation*?
7. Apa harapan anda untuk *performance* selanjutnya?

Interview 10

1. Apa tema pelajaran hari ini?

2. Ekspresi apa yang anda pelajari hari ini?
3. Menurut anda, kenapa anda dan teman-teman masih mempelajari materi tersebut?
4. Apakah anda telah mengerti tentang konsep *contraction* dalam *speaking*? Apa itu?
5. Mengapa kita menggunakan *contraction* dalam bercakap-cakap dalam Bahasa Inggris?
6. Dapatkah anda menyebutkan beberapa contoh ekspresinya?
7. Secara keseluruhan, pelajaran hari ini menyenangkan dan dapat diingat dengan baik atau tidak?

Interview 11

1. Apa nama aktivitas dimana setiap group harus membuat atau melanjutkan suatu rantai kata untuk membentuk suatu ekspresi?
2. Apakah anda juga ikut menyumbang ide agar group anda dapat sukses dalam aktifitas tadi?
3. Apakah itu cukup menantang dan mengasyikkan buat anda dan teman-teman lainnya?
4. Apakah anda tadi sempat maju untuk *performance*?
5. Jika belum, bagaimana pendapat anda terhadap *performance* teman-teman tadi?
6. Jika sudah, bagaimana *performance* anda dan pasangan maju anda?
7. Menurut anda, kelompok siapa yang paling baik?
8. Mengapa bisa seperti itu?

Meeting 12

1. Kapan anda maju *performance*, pertemuan hari ini atau pertemuan kemarin?
2. Jika sudah, bagaimana *performance* anda dan pasangan maju anda?
3. Apakah anda sudah bisa mengaplikasikan *grammar*, *pronunciation*, *intonation*, dan *contraction* serta mungkin *ellipsis* yang tepat dalam *speaking*?
4. Menurut anda, kelompok siapa yang paling baik?
5. Mengapa bisa seperti itu?
6. Kesalahan apa yang kadang atau malah sering anda lakukan saat *speaking* Bahasa Inggris sampai hari ini?
7. Apakah feedback yang diberikan guru pada pertemuan kemarin dan hari ini cukup membantu dalam meningkatkan kemampuan *speaking* anda?

Interview Guideline

The End Every Cycle

Last Interview Guideline of Cycle 1

1. Apakah setelah siklus pertama ini, kemampuan speaking anda dapat meningkat?
2. Apakah kepercayaan diri dan kelancaran speaking anda dapat berubah ke arah yang lebih baik?
3. Kegiatan-kegiatan terkait pembelajaran *speaking skill* apa yang lebih anda sukai? (apakah Numbered-Heads-Together, Team-Pair-Solo atau Fan-n-Pick, Circle the Sage)
4. Apakah anda telah mampu mengeluarkan kemampuan terbaik anda dalam speaking dalam program ini? Apakah masih dapat lebih baik lagi? Bagaimana caranya?
5. Apakah pendekatan/metode cooperative learning cukup bermanfaat dalam anda belajar *speaking skill*? Mengapa?
6. Apakah kesulitan yang anda temui saat belajar *speaking skill* menggunakan *cooperative learning* pada siklus pertama ini?
7. Secara keseluruhan, apakah anda lebih semangat sekarang untuk belajar *speaking*?
8. Apa saran anda agar proses belajar-mengajar, khususnya untuk belajar *speaking skill*?

Last Interview Guideline of Cycle 2

1. Bagaimana program ini berpengaruh pada kemampuan speaking anda secara keseluruhan? (yaitu: pendekatan/metode *cooperative learning* untuk belajar *speaking skill*)
2. Apakah kepercayaan diri, kemampuan berbahasa, dan elemen-elemen lain terkait penguasaan *speaking skill* di dalam diri anda meningkat dari waktu ke waktu selama program ini berlangsung? Apakah dapat ditingkatkan di luar program ini juga?
3. Kegiatan-kegiatan terkait pembelajaran *speaking skill* apa yang lebih anda sukai? (apakah Numbered-Heads-Together, Team-Pair-Solo, Fan-n-Pick, Circle the Sage, Teams-Stand-and-Share, dll)
4. Apakah anda telah mampu mengeluarkan kemampuan terbaik anda dalam speaking dalam program ini? Apakah masih dapat lebih baik lagi? Bagaimana caranya?
5. Apakah pendekatan/metode cooperative learning benar-benar bermanfaat dalam anda belajar *speaking skill*? Dalam hal apa?

6. Apakah kesulitan yang anda temui saat belajar *speaking skill* menggunakan *cooperative learning* dapat teratasi? Apa solusi terbaiknya menurut anda?
7. Secara keseluruhan, apa program ini dinikmati dan disukai untuk belajar serta mampu menggugah semangat Anda dalam belajar *speaking skill*?
8. Apa saran anda agar proses belajar-mengajar, khususnya untuk belajar *speaking skill*, lebih efektif lagi menggunakan *cooperative learning* tersebut?

OBSERVATION SHEETS

OBSERVATION SHEETS

Observation Sheet 1

Cycle/Lesson Plan : 1/1
School :

Class :
Date :

Num	Teaching Steps	Yes	No	Students' Response(s)	Reflection
Opening					
1	The teacher greets students.				
2	The teacher asks to start the lesson.				
3	The teacher takes the role.				
4	The teacher tells the objectives of the lesson				
5	The teacher explains the structure of the lesson.				
6	The teacher explains how the class will be managed.				
Warming-Up					
1	The teacher delivers some questions about global warming to the students.				

2	The teacher asks whether they know how to ask for and give opinion.				
3	The teacher presents examples of expression of asking for and giving opinion.				
4	The teacher plays a conversation containing expressions of asking for and giving opinion				
5	The teacher asks the students to read, listen to, and understand the recordings of examples of expression of asking and giving opinion and the conversation.				
6	The teacher asks the students to review what they have just learnt with their next friends.				
A. Comprehension Focus Activities					
1	The teacher asks students to sit in groups of 3-4				
2	The teacher asks the students				
3	The teacher asks the students to listen to dialogue 1 and to do the task 3 individually.				
4	The teacher reminds the students to determine the true or false without fulfilling the reason.				
5	The teacher asks the students to give reasons of the-true-or-false task.				
	Related to task 3, the teacher asks the students to do				

6	task 4 in groups and answer the finding-out-synonym task.				
7	The teacher moves around to check students' understanding and ability in doing the tasks.				
7	The students discuss their works with the teacher and the rest of class.				
B. Language Focus Activities					
1	The teacher asks the students to stay in groups.				
2	The teacher asks the students to listen to the recording 2 carefully.				
3	The teacher asks the students to do task 3 in groups.				
4	The teacher asks students to do task 4 in groups.				
5	The teacher moves around to check students' understanding and ability in doing the tasks.				
6	The teacher asks students to practice pronouncing the expressions of asking for and giving opinion with their group mates.				
7	The teacher asks the group mates to monitor and evaluate the ones who are practicing in their groups.				
8	The teacher asks the students to play FAN-N-PICK.				

9	The teacher explains the procedure to play FAN-N-PICK.				
10	The teacher gives some examples in playing FAN-N-PICK				
11	The teacher give s times to students to play FAN-N-PICK				
12	The teacher moves around to check students' progress.				
C. Communication Focus Activities					
1	The teacher asks the students in groups to make a conversation based on the given clues.				
2	The teacher asks the students to understand the content of the conversation				
3	The teacher asks the students to practice their dialouges.				
4	The teacher moves around to check students' understanding and ability in doing the task.				
5	The teacher allows the students to perform in front of the class.				

Observation Sheet 2

Cycle/Lesson Plan : 1/2
School :

Class :
Date :

Num	Teaching Steps	Yes	No	Students' Response(s)	Reflection
Opening					
1	The teacher greets students.				
2	The teacher asks to start the lesson.				
3	The teacher takes the role.				
4	The teacher tells the objectives of the lesson				
5	The teacher explains the structure of the lesson.				
6	The teacher explains how the class will be managed.				
Warming-Up					
1	The teacher delivers some questions about favourite tourism objects to the students.				

2	The teacher asks whether they still remember how to express satisfaction and dissatisfaction				
3	The teacher presents examples of expression satisfaction and dissatisfaction.				
4	The teacher plays recording 1 (conversation) containing expressions of asking for and giving opinion				
5	The teacher asks the students to review what they have just learnt with their next friends.				
A. Comprehension Focus Activities					
1	The teacher asks students to sit in groups of 3-4				
2	The teacher asks the students to listen to recording 2 (conversation) and to do the next tasks.				
3	The teacher asks the students to do task A.2.a. in groups				
4	Related to task 3, the teacher asks the students to do task A.2.b. in groups.				
5	. The teacher and students discuss the work result of task A.2.a. and task A.2.b. by conducting Numbered-Heads-Together.				
	The teacher moves around to check students'				

6	understanding and ability in doing the tasks.				
7	The students discuss their works with the teacher and the rest of class.				
B. Language Focus Activities					
1	The teacher asks the students to stay in groups.				
2	The teacher asks the students to listen to the recording 3 and he asks the students to repeat the expressions in task 3 in groups..				
3	The teacher asks the students to listen to the recording 2 again carefully.				
4	The teacher asks students to do task 4 in groups.				
5	The teacher moves around to check students' understanding and ability in doing the tasks.				
6	The teacher asks students to practice pronouncing the expressions of asking for and giving opinion with their group mates.				
7	The teacher asks the group mates to monitor and evaluate the ones who are practicing in their groups.				
8	The teacher asks the students to play Circle the Sage.				
9	The teacher explains the procedure to play Circle the Sage.				

10	The teacher gives some examples in playing Circle the Sage.				
10	The teacher give s times to students to play Circle the Sage.				
11	The teacher moves around to check students' progress.				
C. Communication Focus Activities					
1	The teacher asks the students in groups to make a conversation based on the given clues.				
2	The teacher asks the students to understand the content of the conversation				
3	The teacher asks the students to practice their dialogues.				
4	The teacher moves around to check students' understanding and ability in doing the task.				
5	The teacher allows the students to perform in front of the class.				

Observation Sheet 3

Cycle/Lesson Plan : 2/3
School :

Class :
Date :

Num	Teaching Steps	Yes	No	Students' Response(s)	Reflection
Opening					
1	The teacher greets students.				
2	The teacher asks to start the lesson.				
3	The teacher takes the role.				
4	The teacher tells the objectives of the lesson				
5	The teacher explains the structure of the lesson.				
6	The teacher explains how the class will be managed.				
Warming-Up					
1	The teacher delivers some questions about drug, sickness, and healthy living to the students.				

2	The teacher asks whether they know how to give suggestion and warning.				
3	The teacher presents examples of expression of giving suggestion and warning.				
4	The teacher plays a conversation containing expressions of giving suggestion or warning				
5	The teacher asks the students to read, listen to, and understand the recordings of examples of expression of giving suggestion and warning.				
6	The teacher asks the students to review what they have just learnt with their next friends.				
A. Comprehension Focus Activities					
1	The teacher asks students to sit in groups of 3-4				
2	The teacher asks the students to listen to dialogue 2 and to do the task 2 in group.				
3	The teacher tells the students about the procedure of doing task 2.				
4	The teacher moves around to observe students' works.				
5	Students are called based on the numbers attached to them to answer the questions.				
	Students respond the answers in turn.				

6					
B. Language Focus Activities					
1	The teacher asks the students to stay in groups.				
2	The teacher asks the students to practice to pronounce expression of giving suggestion and warning				
3	The teacher asks the students to do task 3 in groups.				
4	The teacher moves around to check students' understanding and ability in the task.				
5	The teacher discusses the work of task 3 with the students.				
6	The teacher asks students to do task 4: play Fan-n-Pick (added with pair-the-cards)				
7	The teacher explains the procedure of playing the game.				
8	The teacher gives example to the students to play the game.				
9	The teacher moves around to check students' understanding and difficulty related to the task.				
11	The teacher give s times to students to play FAN-N-PICK				

12	The teacher stops the playing time.				
13	The teacher questions the students about who is the best advisor from every group.				
14	The teacher asks for students' joy and difficulties in the task.				
C. Communication Focus Activities					
1	The teacher asks students to conduct Team-Pair-Solo.				
2	The teacher explains the procedure of conducting Team-Pair-Solo				
3	The teacher asks the students in groups to make a conversation based on the given clues in groups.				
4	The teacher moves around to check students' understanding and ability in doing the task.				
5	The teacher asks the students to understand and practice the dialogue in pairs.				
6	The teacher asks the students to practice the dialogues.				
7	The teacher moves around to check students' understanding and ability in doing the task.				

8	The teacher asks students to perform the dialogue and conduct Team-Pair-Solo				
9	Team-Pair: The students to perform the dialogue in front of the class.				
10	Solo: Every member tell his role in the dialogue and reflect his power and weakness in the dialogue.				
CLOSING					
1	The teacher clarifies what students have learnt and what difficulties students meet.				
2	The teacher clarifies what students like and dislike.				

Observation Sheet 4

Cycle/Lesson Plan : 2/4
School :

Class :
Date :

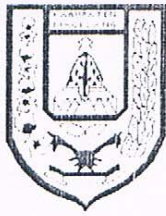
Num	Teaching Steps	Yes	No	Students' Response(s)	Reflection
Opening					
1	The teacher greets students.				
2	The teacher asks to start the lesson.				
3	The teacher takes the role.				
4	The teacher tells the objectives of the lesson				
5	The teacher explains the structure of the lesson.				
6	The teacher explains how the class will be managed.				
Warming-Up					
1	The teacher delivers some questions about life problems				

2	The teacher clarify students whether they remember how to give suggestion and warning.				
3	The teacher presents examples of expression of giving suggestion and warning.				
4	The teacher asks the students to read a dialogue containing expressions of giving suggestion or warning				
5	The teacher asks the students to read some examples of expression of giving suggestion and warning.				
6	The teacher asks the students to review what they have just learnt with their next friends.				
A. Comprehension Focus Activities					
1	The teacher asks students to sit in groups of 3-4				
2	The teacher asks the students to listen to dialogue 2 and to do the task 1 in groups.				
3	The teacher explains the procedure of doing task 1.				
4	The teacher observes and assists the group work.				
5	The teacher asks the students to do task 2.				
6	The teacher explains the procedure of doing task 2 and gives an example.				
	The teacher explains the procedure of doing task 1.				

7					
8	The teacher observes and assists the group work.				
9	Students are called based on the numbers attached to them to answer the questions.				
B. Language Focus Activities					
1	The teacher asks the students to stay in groups.				
2	The teacher asks the students to practice to pronounce expression of giving suggestion and warning				
3	The teacher asks the students to do task 4 in groups.				
4	The teacher moves around to check students' understanding and ability in the task.				
5	The teacher discusses the work of task 4 with the students.				
6	The teacher asks students to do task 4: playing Teams-Stand-and-Share (modified)				
7	The teacher explains the procedure of playing the game.				
8	The teacher gives example to the students to play the game.				
9	The teacher throws a ball to a group as the signal that the game is started.				

11	The teacher guides the students to play the game.				
12	The teacher stops the playing time.				
13	The teacher questions the students about who has the quickest response to deliver propositions or more vocabulary.				
14	The teacher asks for students' joy and difficulties during the task.				
C. Communication Focus Activity					
1	The teacher shows several situations to the students.				
2	The teacher asks students to make dialogues which involve 2 characters in it based on the situations.				
3	The teacher asks students to work in group in making the dialogues.				
4	The teacher gives students assistance in the process of making dialogue.				
5	The teacher calls students to perform their dialogues in pairs.				
6	The teacher gives feedback to the students for the dialogues performed.				

LETTERS



PEMERINTAH KABUPATEN MAGELANG
BADAN PENANAMAN MODAL
DAN PELAYANAN PERIZINAN TERPADU

Jl. Letnan Tukiyat No. 20 (0293) 788249
Kota Mungkid 56511

Kota Mungkid, 22 Oktober 2012

Kepada :

Nomor : 070 / 357 / 59 / 2012
Sifat : Amat Segera
perihal : Izin Penelitian

Yth. ADI KURNIAWAN
Blabak Rt 001/008 Ds/Kec. Mungkid
Kabupaten Magelang
di

M U N G K I D

Dasar : Surat Kepala Kantor Kesatuan Bangsa Dan Politik Kabupaten Magelang Nomor :
070/ 731 /14/ 2012 Tanggal 17 Oktober 2012 , Perihal Izin Riset/ Penelitian..

Dengan ini kami tidak keberatan dan menyetujui atas pelaksanaan kegiatan Riset/
Penelitian di Kabupaten Magelang yang dilaksanakan oleh Saudara :

Nama : ADI KURNIAWAN
Pekerjaan : Mahasiswa UNY
Alamat : Blabak Rt 001/008 Ds/Kec. Mungkid Kabupaten Magelang
Penanggung Jawab : Prof. Suwarsih Madya, Ph.D
Pekerjaan : Dosen
Lokasi : SMA N 1 Muntlan Kabupaten Magelang
Waktu : Oktober s.d. Desember 2012
Peserta : -
Tujuan : Mengadakan Kegiatan Riset / Penelitian dengan judul:
" IMPROVING STUDENTS' SPEAKING SKILL THROUGH
COOPERATIVE LEARNING IN CLASS XI IPS 1 AT SMA NEGERI 1
MUNTILAN IN THE ACADEMIC YEAR 2012 / 2013 "

Sebelum Melaksanakan Kegiatan Penelitian agar Saudara Mengikuti Ketentuan-
ketentuan sebagai berikut :

1. Melapor kepada Pejabat Pemerintah setempat untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku
3. Setelah pelaksanaan Penelitian selesai agar melaporkan hasilnya kepada Kepala Badan Penanaman Modal dan Pelayanan Perizinan Terpadu Kabupaten Magelang
4. Surat izin dapat dicabut dan dinyatakan tidak berlaku, apabila pemegang surat ini tidak mentaati / mengindahkan peraturan yang berlaku.

Demikian untuk menjadikan pemeriksaan dan guna seperlunya

An. KEPALA BADAN PENANAMAN MODAL DAN PELAYANAN
PERIZINAN TERPADU KABUPATEN MAGELANG

Sekretaris

SULISTYO YUWONO, SH.

TEMBUSAN :

1. Bupati Magelang



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

Yogyakarta, 05 Oktober 2012

Nomor : 070/8126/V/10/2012

Kepada Yth.
Gubernur Provinsi Jawa Tengah
Cq. Bakesbangpol dan Linmas
di -
Tempat

Perihal : Ijin Penelitian

Menunjuk Surat :

Dari : Dekan Fak. Bahasa & Seni UNY
Nomor : 1192k/UN.34.12/PP/2012
Tanggal : 03 Oktober 2012
Perihal : Ijin Penelitian

Setelah mempelajari proposal/desain riset/usulan penelitian yang diajukan, maka dapat diberikan surat keterangan untuk melaksanakan penelitian kepada

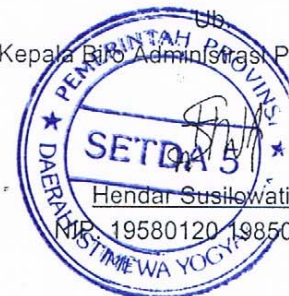
Nama : ADI KURNIAWAN
NIM / NIP : 07202241049
Alamat : Karangmalang Yogyakarta
Judul : IMPROVING STUDENTS SPEAKING SKILL THROUGH COOPERATIVE LEARNING IN CLASS XI IPS I AT SMA NEGERI I MUNTILAN IN THE ACADEMIC YEAR 2012/2013
Lokasi : SMA NEGERI 1 MUNTILAN Kec. MUNTILAN, Kota/Kab. MAGELANG Prov. JAWA TENGAH
Waktu : Mulai Tanggal 05 Oktober 2012 s/d 05 Januari 2013

Peneliti berkewajiban menghormati dan menaati peraturan dan tata tertib yang berlaku di wilayah penelitian.

Kemudian harap menjadi maklum

A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan

Kepala Biro Administrasi Pembangunan



Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Dekan Fak. Bahasa dan Seni UNY
3. Yang Bersangkutan



PEMERINTAH KABUPATEN MAGELANG
BADAN PENANAMAN MODAL
DAN PELAYANAN PERIZINAN TERPADU

Jl. Letnan Tukiyat No. 20 (0293) 788249
Kota Mungkid 56511

Kota Mungkid, 22 Oktober 2012

Kepada :

Nomor : 070 / 357 / 59 / 2012
Sifat : Amat Segera
perihal : Izin Penelitian

Yth. ADI KURNIAWAN
Blabak Rt 001/008 Ds/Kec. Mungkid
Kabupaten Magelang
di

M U N G K I D

Dasar : Surat Kepala Kantor Kesatuan Bangsa Dan Politik Kabupaten Magelang Nomor :
070/ 731 /14/ 2012 Tanggal 17 Oktober 2012 , Perihal Izin Riset/ Penelitian..

Dengan ini kami tidak keberatan dan menyetujui atas pelaksanaan kegiatan Riset/
Penelitian di Kabupaten Magelang yang dilaksanakan oleh Saudara :

Nama : ADI KURNIAWAN
Pekerjaan : Mahasiswa UNY
Alamat : Blabak Rt 001/008 Ds/Kec. Mungkid Kabupaten Magelang
Penanggung Jawab : Prof. Suwarsih Madya, Ph.D
Pekerjaan : Dosen
Lokasi : SMA N 1 Muntilan Kabupaten Magelang
Waktu : Oktober s.d. Desember 2012
Peserta : -
Tujuan : Mengadakan Kegiatan Riset / Penelitian dengan judul:
" IMPROVING STUDENTS' SPEAKING SKILL THROUGH
COOPERATIVE LEARNING IN CLASS XI IPS 1 AT SMA NEGERI 1
MUNTILAN IN THE ACADEMIC YEAR 2012 / 2013 "

Sebelum Melaksanakan Kegiatan Penelitian agar Saudara Mengikuti Ketentuan-
ketentuan sebagai berikut :

1. Melapor kepada Pejabat Pemerintah setempat untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku
3. Setelah pelaksanaan Penelitian selesai agar melaporkan hasilnya kepada Kepala Badan Penanaman Modal dan Pelayanan Perizinan Terpadu Kabupaten Magelang
4. Surat izin dapat dicabut dan dinyatakan tidak berlaku, apabila pemegang surat ini tidak mentaati / mengindahkan peraturan yang berlaku.

Demikian untuk menjadikan periksa dan guna seperlunya

An. KEPALA BADAN PENANAMAN MODAL DAN PELAYANAN
PERIZINAN TERPADU KABUPATEN MAGELANG

Sekretaris

SULISTYO YUWONO, SH.

Pembina

TEMBUSAN :

1. Bupati Magelang



PEMERINTAH PROVINSI JAWA TENGAH
BADAN KESATUAN BANGSA, POLITIK DAN PERLINDUNGAN MASYARAKAT

JI. A. YANI NO. 160 TELP. (024) 8454990 FAX. (024) 8414205, 8313122
SEMARANG - 50136

SURAT REKOMENDASI SURVEY / RISET

Nomor : 070 / 2215 / 2012

- I. DASAR : 1. Peraturan Menteri Dalam Negeri Republik Indonesia. Nomor 64 Tahun 2011. Tanggal 20 Desember 2011.
2. Surat Edaran Gubernur Jawa Tengah. Nomor 070 / 265 / 2004. Tanggal 20 Februari 2004.
- II. MEMBACA : Surat dari Gubernur DIY. Nomor 070 / 8126 / V / 10 / 2012. Tanggal 05 Oktober 2012.
- III. Pada Prinsipnya kami TIDAK KEBERATAN / Dapat Menerima atas Pelaksanaan Penelitian / Survey di Kabupaten Magelang.
- IV. Yang dilaksanakan oleh
1. Nama : ADI KURNIAWAN.
 2. Kebangsaan : Indonesia.
 3. Alamat : Karangmaiang Yogyakarta.
 4. Pekerjaan : Mahasiswa.
 5. Penanggung Jawab : Prof. Suwarsih Madya, Ph.D.
 6. Judul Penelitian : Improving Students Speaking Skill Through Cooperative Learning In Class XI IPS I AT SMA Negeri I Muntilan In The Academic Year 2012 / 2013.
 7. Lokasi : Kabupaten Magelang.

V. KETENTUAN SEBAGAI BERIKUT :

1. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat Setempat / Lembaga Swasta yang akan dijadikan obyek lokasi untuk mendapatkan petunjuk seperlunya dengan menunjukkan Surat Pemberitahuan ini.
2. Pelaksanaan survey / riset tidak disalah gunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan. Untuk penelitian yang mendapat dukungan dana dari sponsor baik dari dalam negeri maupun luar negeri, agar dijelaskan pada saat mengajukan perijinan. Tidak membahas masalah Politik dan / atau agama yang dapat menimbulkan terganggunya stabilitas keamanan dan ketertiban.

3. Surat Rekomendasi dapat dicabut dan dinyatakan tidak berlaku apabila pemegang Surat Rekomendasi ini tidak mentaati / mengindahkan peraturan yang berlaku atau obyek penelitian menolak untuk menerima Peneliti. -
4. Setelah survey / riset selesai, supaya menyerahkan hasilnya kepada Badan Kesbangpol Dan Linmas Provinsi Jawa Tengah.

VI. Surat Rekomendasi Penelitian / Riset ini berlaku dari :
Oktober s.d Desember 2012.

VII. Demikian harap menjadikan perhatian dan maklum.

Semarang, 8 Oktober 2012

**an. GUBERNUR JAWA TENGAH
KEPALA BADAN KESBANGPOL DAN LINMAS
PROVINSI JAWA TENGAH**





KANTOR KESATUAN BANGSA DAN POLITIK

Jl. Soekarno-Hatta No. 7 ☎ (0293) 788616

KOTA MUNGKID 56511

Kota Mungkid, 17 Oktober 2012

Nomor : 070 / 731 / 14 / 2012

Lampiran : -

Perihal : Rekomendasi.

Kepada :
Yth, Kepala Badan Penanaman Modal
dan Pelayanan Perijinan Terpadu
Kabupaten Magelang.

Di -
KOTA MUNGKID


1. Dasar : Surat dari Badan Kesbangpol dan Linmas Provinsi Jawa Tengah.
Nomor : 070/2215/2012
Tanggal : 8 Oktober 2012
Tentang : Surat Rekomendasi Survey/Riset.
2. Dengan hormat diberitahukan bahwa kami tidak keberatan atas pelaksanaan Penelitian / Riset / Survey / PKL di Kabupaten Magelang yang dilakukan oleh :
 - a. Nama : ADI KURNIAWAN
 - b. Pekerjaan : Mahasiswa.
 - c. Alamat : Karangmalang Yogyakarta.
 - d. Penanggung Jawab : Prof. Suwarsih Madya, Ph.D
 - e. Lokasi : Kabupaten Magelang
 - f. Waktu : Oktober s/d Desember 2012
 - g. Tujuan : Mengadakan Penelitian dengan judul :

**" IMPROVING STUDENTS SPEAKING SKILL THROUGH COOPERATIVE
LEARNING IN CLASS XI IPS 1 AT SMA NEGERI 1 MUNTILAN IN THE
ACADEMIC YEAR 2012 / 2013 "**

3. Sebelum melakukan kegiatan, terlebih dahulu melaporkan kepada Pejabat Pemerintah setempat untuk mendapat petunjuk seperlunya.
4. Wajib menjaga tafa tertib dan mentaati ketentuan-ketebntuan yang berlaku.
5. Setelah pelaksanaan selesai agar menyerahkan hasilnya kepada Kantor Kesatuan Bangsa dan Politik Kabupaten Magelang.
6. Surat Rekomendasi ini dapat dicabut dan dinyatakan tidak berlaku apabila pemegang surat ini tidak mentaati / mengindahkan peraturan yang berlaku.

Demikian untuk menjadikan periksa dan guna seperlunya.

a.n. KEPALA KANTOR KESBANGPOL
KABUPATEN MAGELANG
Kasubag TU

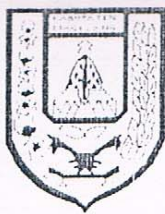

*YUVITA ISNI KADRATIN, SE
Penata Tk. I

NIP. 19710829 199703 2 008

Tembusan,

1. Bp. Bupati Mgelang (sebagai laporan).

2. Kepala Badan / Dinas / Kantor / Instansi Ybs.



PEMERINTAH KABUPATEN MAGELANG
BADAN PENANAMAN MODAL
DAN PELAYANAN PERIZINAN TERPADU

Jl. Letnan Tukiyat No. 20 (0293) 788249
Kota Mungkid 56511

Kota Mungkid, 22 Oktober 2012

Kepada :

Nomor : 070 / 357 / 59 / 2012
Sifat : Amat Segera
perihal : Izin Penelitian

Yth. ADI KURNIAWAN
Blabak Rt 001/008 Ds/Kec. Mungkid
Kabupaten Magelang
di

M U N G K I D

Dasar : Surat Kepala Kantor Kesatuan Bangsa Dan Politik Kabupaten Magelang Nomor :
070/ 731 /14/ 2012 Tanggal 17 Oktober 2012 , Perihal Izin Riset/ Penelitian..

Dengan ini kami tidak keberatan dan menyetujui atas pelaksanaan kegiatan Riset/
Penelitian di Kabupaten Magelang yang dilaksanakan oleh Saudara :

Nama : ADI KURNIAWAN
Pekerjaan : Mahasiswa UNY
Alamat : Blabak Rt 001/008 Ds/Kec. Mungkid Kabupaten Magelang
Penanggung Jawab : Prof. Suwarsih Madya, Ph.D
Pekerjaan : Dosen
Lokasi : SMA N 1 Muntilan Kabupaten Magelang
Waktu : Oktober s.d. Desember 2012
Peserta : -
Tujuan : Mengadakan Kegiatan Riset / Penelitian dengan judul:
" IMPROVING STUDENTS' SPEAKING SKILL THROUGH
COOPERATIVE LEARNING IN CLASS XI IPS 1 AT SMA NEGERI 1
MUNTILAN IN THE ACADEMIC YEAR 2012 / 2013 "

Sebelum Melaksanakan Kegiatan Penelitian agar Saudara Mengikuti Ketentuan-
ketentuan sebagai berikut :

1. Melapor kepada Pejabat Pemerintah setempat untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku
3. Setelah pelaksanaan Penelitian selesai agar melaporkan hasilnya kepada Kepala Badan Penanaman Modal dan Pelayanan Perizinan Terpadu Kabupaten Magelang
4. Surat izin dapat dicabut dan dinyatakan tidak berlaku, apabila pemegang surat ini tidak mentaati / mengindahkan peraturan yang berlaku.

Demikian untuk menjadikan periksa dan guna seperlunya

An. KEPALA BADAN PENANAMAN MODAL DAN PELAYANAN
PERIZINAN TERPADU KABUPATEN MAGELANG

Sekretaris

SULISTYO YUWONO, SH.

Pembina

NIP. 196807311994031009

TEMBUSAN :

1. Bupati Magelang
2. Kepala Badan/ Dinas Kantor/Instansi terkait